Department of the Army   ***TRADOC Regulation 350-18**
Headquarters, United States Army
Training and Doctrine Command
Fort Monroe, VA 23651-1047

3 April 2007

Training

THE ARMY SCHOOL SYSTEM (TASS)

History. This publication is a rapid action revision. The portions affected by this rapid action revision are listed in the summary of change.

Summary. This regulation prescribes policies and defines The Army School System (TASS), to include specific TASS policy and guidance.

Applicability. This regulation applies to U.S. Army Training and Doctrine Command (TRADOC) schools, Active Army (AA), Army National Guard (ARNG), and U.S. Army Reserve (USAR) agencies responsible for conducting education and training courses.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff for Operations and Training (DCSOPS&T), Director, Reserve Component Training Integration Directorate (RCTID). The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulation. The proponent may delegate this approval authority in writing when activities request a waiver.

Management control process. This regulation is subject to the requirements of Army Regulation (AR) 11-2, 1 August 1994.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Director, RCTID, (ATTG-X), 355 Fenwick Road, Bldg 260, Fort Monroe, VA 23651.

Suggested improvements. The proponent of this regulation is the Director, RCTID. Forward comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Director, RCTID, (ATTG-X), 355 Fenwick Road, Bldg 260, Fort Monroe, VA 23651. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Forms. The forms prescribed in this regulation are available via the TRADOC Homepage http://www.tradoc.army.mil.

Distribution. This TRADOC regulation is available via the TRADOC Homepage http://www.tradoc.army.mil.

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*This regulation supersedes TRADOC Regulation 350-18, 26 May 2000 and the TRADOC Forms 350-18-1-R-E, 350-18-2-R-E, and 270-R-E, 1 October 2004.

Summary of change. This TRADOC regulation 350-18 rapid action revision, dated
3 April 2007–

o   Removes references to Deputy Chief of Staff Education (DCSED) and replaces with RCTID
    (para 2-3).

o   Addresses the relationship of RCTID and TRADOC Quality Assurance Program (para 2-3).

o   Removes references to TASS Integration Elements (TIEs) (chap 2).

o   Specifies the role of Title XI in Reserve Component (RC) accreditation (para 3-16).

o   Removes Accreditation policy and procedures covered by Headquarters (HQ), TRADOC
    Quality Assurance Office (chap 3).

o   Adds appeal process for RC students not covered in Army Training and Leadership
    Development, AR 350-1 (para 3-32).

o   Removes chaps 5 and 6 incorporating content not governed by component command
    regulations.

o   Updates references to regulations and field manuals (app A).

o   Adds Appendix D, Quarterly TASS Readiness Report from RC Commands to HQ,
    TRADOC, RCTID (app D).

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Chapter 1
Introduction

1-1. Purpose. This regulation establishes policy, guidance, and procedures for operation, administration, training support, and conduct of The Army School System (TASS), as defined in this regulation (see para 1-4). Forward exceptions to the operational procedures in this regulation for overseas commands (U.S. Army, Pacific (USARPAC) and U.S. Army, Europe (USAREUR)) to Office of the Chief, Army Reserve.

1-2. References. Required and related publications and prescribed and reference forms (app A).

1-3. Explanation of abbreviations and terms. Abbreviations and terms used in this regulation are explained in the glossary.

1-4. Responsibilities. Responsibilities are listed in chap 2.

1-5. The Army School System (TASS).

a. TASS is a composite school system made up of Army National Guard (ARNG), U.S. Army Reserve (USAR), and Active Army (AA) institutional training systems. TASS conducts initial military training, reclassification training, officer, warrant officer (WO), noncommissioned officer (NCO) and Department of the Army (DA) civilian professional development training and education and functional training. Training is accomplished through both standard resident and distributed–learning courses.

b. See AR 350-1, paragraphs 1-31 for detailed policy regarding TASS.

c. Reserve Component (RC) TASS units are functionally aligned and linked to appropriate training proponents. The Army training proponents include-

(1) U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS),

(2) The Judge Advocate General's Legal Center and School (TJAGLCS),

(3) U.S. Army Medical Department Center and School (AMEDDCS),

(4) U.S. Army Management Staff College (AMSC),

(5) U.S. Army Force Management School (AFMS),

(6) Department of the Army Inspector General (DAIG),

(7) Civilian Personnel Operations Center (CPOC),

(8) U.S. Military Academy (USMA),

(9) U.S. Army Corps of Engineers (USACE),

(10) U.S. Army Materiel Command (AMC) Schools, and

(11) U.S. Army Criminal Investigation Command (USACIDC).

d. The Army training proponents provide the structure to establish, maintain, and operate the TASS education system from a common automated management system. The AA training proponents provide operational links to the RC instructor groups. This ensures quality assurance (QA), instructor certification, TASS courseware, use of the Systems Approach to Training, and a distributed–learning strategy. The TASS courseware ensures that all Army Soldiers, regardless of component, receive the same lessons and program of instruction (POI), regardless of what component schools conduct the training.

e. TASS training missions are validated during the Structured Manning Decision Review (SMDR) process, reflected in the Army Program for Individual Training (ARPRINT), and documented in Army Training Requirements and Resources System (ATRRS). Training missions are fully resourced through a deliberate cross component (AA, ARNG and USAR) affiliation program.

1-6. TASS Organization.

a. Deputy Chief of Staff for Operations and Training (DCSOPS&T). Paragraph 2-2 of this regulation delineates responsibilities for the DCSOPS&T. This organization is located at HQ, TRADOC and staffed by AA, ARNG, and USAR personnel.

b. Reserve Component Training Integration Directorate (RCTID). Paragraph 2-3 of this regulation delineates duties for RCTID. This organization is located at HQ, TRADOC and staffed by AA, ARNG, and USAR personnel.

c. Training proponents. TRADOC Regulation (TR) 350-70 and AR 350-1 prescribe policy for proponents. Paragraph 2-5 of this regulation delineates responsibilities.

d. State The Adjutants General (TAG). Command responsibility for ARNG units is vested in the state and territorial governors who execute their responsibilities through TAGs. State TAGs provide command and control of the ARNG TASS activities within their state/territory. Specific responsibilities for the TAGs, see paragraph 2-14.

e. USAR Training Commands (TASS and Leader Readiness). Commands provide command and control of USAR TASS elements within their areas of responsibility. Specific responsibilities, see paragraph 2-17.

f. TASS training regiments (REGTs)/brigades (BDEs); functional alignment is provided (see fig 1-1).
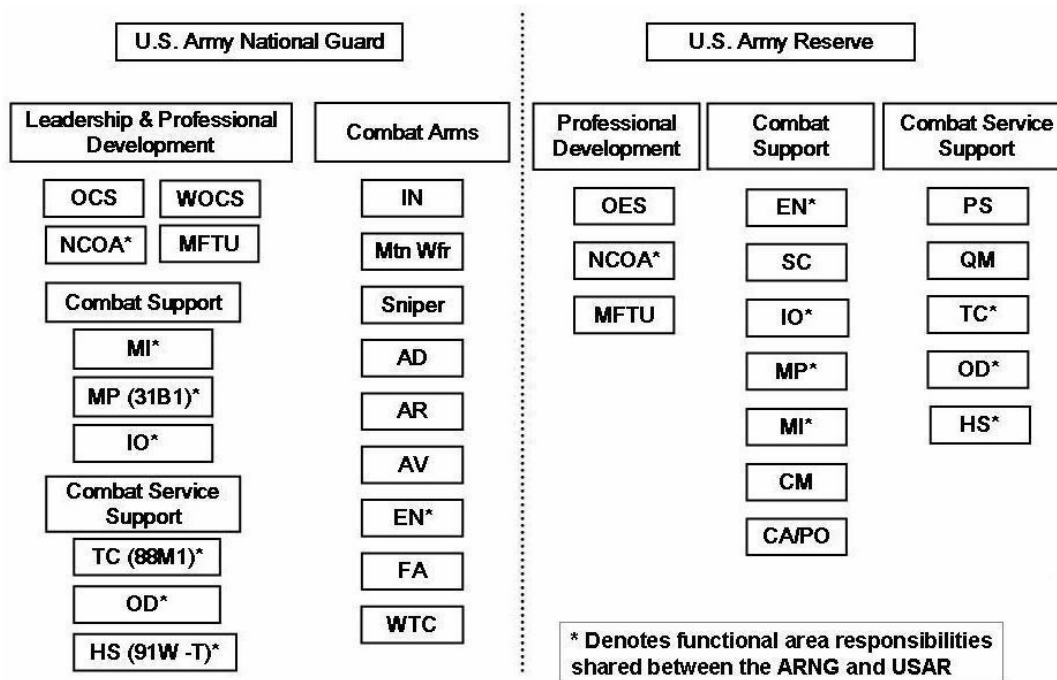
Figure 1-1. RC TASS Functional Alignment

(1) ARNG regional training institutions (RTIs). ARNG units, subordinate to TAGs, with responsibility for aligned ARNG TASS BNs.

(2) USAR TASS BDEs subordinate to USAR Training Commands with responsibility for aligned USAR TASS BNs.

(3) USAR BDEs subordinate to 84th Training Command (Leader Readiness) with responsibility for aligned USAR Noncommissioned Officer Education System (NCOES) and Officer Education System (OES) BNs.

g. Multifunctional Training Units (MFTU). TASS training institutions located outside the continental United States (OCONUS). These TASS training units present unique situations because of their lack of proximity to other training facilities. They offer Officer and Noncommissioned Officer Professional Development Courses and MOS-T to all components of the Army and must conduct most of this training on their own. MFTUs follow the operational procedures and requirements of this regulation.

(1) USAR MFTUs are located in Germany, Hawaii, and Puerto Rico.

(2) ARNG MFTUs are located in Puerto Rico/Virgin Islands, Alaska, and Hawaii/Guam, and are subordinate to their respective TAGs. National Guard Bureau (NGB) has coordinating authority through the TAGs.

h. TASS training battalions and Regional Training Site Maintenance (RTSMs). Proponent accredited school responsible for functionally aligned instruction.

(1) ARNG and USAR RTSMs are functionally aligned with and accredited by the Ordnance proponent Quality Assurance Office (QAO).

(2) USAR High Tech RTSMs (HT/RTSMs) located in California and Pennsylvania are functionally aligned with and accredited by the Signal proponent QAO. The Signal proponent QAO will coordinate with Ordnance proponent QAO/quality assurance element for Ordnance courses taught at the HT/RTSMs.

i. TRADOC proponent schools and proponent school NCO Academies. Provide proponent-approved course material, assistance, accreditation, and instructor certification.

j. U.S. Army Medical Command (MEDCOM) schools. Provide proponent-approved course material, assistance, accreditation, and instructor certification.

k. AMC schools. Provide proponent-approved course material, assistance, accreditation, and instructor certification.

l. U.S. Army Special Operations Command (USASOC) schools, USAJFKSWCS. Provide proponent-approved course material, assistance, accreditation, and instructor certification.

m. Defense Information School is a field activity of the Assistant Secretary of Defense (Public Affairs) and provides Public Affairs and Visual Information training for the U.S. Department of Defense (DoD).

Chapter 2
Responsibilities

2-1. U.S. Army Training and Doctrine Command (TRADOC).

a. Commanding General (CG), TRADOC serves as the Army executive agent for TASS and its accreditation.

b. CG, TRADOC will-

(1) Establish, develop, and provide training programs, instructional support materials, education, and criteria for course standardization and accreditation standards for TASS.

(2) Enforce requirement for functional alignment of TASS training battalions with TRADOC proponent schools.

(3) Establish the accreditation policy for TASS.

(4) Identify, document, and develop TASS mobilization missions.

(5) Resource AA staffing (Title XI) in support of TASS.

(6) Serve as the proponent/program manager for the TRADOC Quality Assurance Program.

2-2. Deputy Chief of Staff for Operations and Training (DCSOPS&T). DCSOPS&T is the TRADOC proponent for individual education and training. The DCSOPS&T staff directorate responsibilities are listed below.

a. DCSOPS&T will-

(1) Develop policy for the development, implementation and management of individual training.

(2) Ensure implementation and institutionalization of TASS within the Army.

(3) Provide policy and guidance on workload management procedures.

(4) Provide resources to proponents to execute workload.

(5) Serve as the proponent for the Staff and Faculty Development Program and Staff and Faculty Common Training within the proponents and Army training centers.

(6) Publish TASS requirements identification and documentation policy guidance.

(7) Serve as Headquarters, Department of the Army (HQDA) executive agent for the Army distributed/distance learning Program (AdLP) implementation.

b. DCSOPS&T staff directorates are-

(1) Individual Training Directorate (ITD) which will develop policy and initial training strategies, provide oversight, and recommend resource priorities for enlisted initial entry training (IET) and Army functional training programs.

(2) Training Development and Delivery Directorate (TDADD) which will provide systematic plans, policy, and oversight for-

(a) AdLP;

(b) Education/Training Development; and

(c) Staff and Faculty Development.

(3) Training Operations Management Activity (TOMA) which will-

(a) Plan/coordinate/oversee programming, scheduling, logistics, and training management for courses conducted in TASS.

(b) Develop a mobilization ARPRINT for expansion of institutional training base upon mobilization; manage training and training support requirements in TRADOC during mobilization.

(c) Coordinate USAR Training Command IET augmentation of IET mission.

(4) Leader Development and Education Directorate which will develop and recommend resource priorities for leader development training across Officer, Warrant Officer, Noncommissioned Officer, and Civilian education systems.

2-3. Reserve Component Training Integration Directorate (RCTID).

a. RCTID is the executive agent for the implementation of TASS, and in coordination with the DCSOPS&T, will develop and publish policy, plans, and programs to meet the Army's individual training needs.

b. RCTID will-

(1) Manage the implementation and institutionalization of TASS within the Army.

(2) Manage, maintain, coordinate, and update TASS policies and SOPs.

(3) Coordinate policies and requirements between HQ, TRADOC elements, NGB, U.S. Army Reserve Command (USARC), and proponent schools.

(4) Provide support and assistance to the TRADOC QA accreditation program for RC TASS training institutions.

(5) Establish and maintain data for determining significant trends and tracking issues. Provide data on RC institutional training trends and findings to DSCOPS&T and Proponents, as required.

(6) Serve as subject matter expert (SME) to CG, TRADOC on TASS-related matters. Respond to RC Individual Training information requests by HQDA and CG, TRADOC, coordinated with TOMA, TDADD, ITD, QAO, NGB, and USARC.

(7) Resolve TASS accreditation and implementation issues and forward to appropriate agencies.

(8) Develop and provide program and budget input for TRADOC Title XI support to QAO requirements.

(9) Assist with the application of AdLP courseware and facilities in the presentation of The Army Training System (TATS) courses by RC schools in support of TASS with NGB and USARC.

(10) Facilitate AdLP implementation by resolving RC facility support and fee-for-use issues at locations where digital training facilities from one component are required to support all Army training.

(11) Approve/disapprove waivers for TATS Courseware (TATS-C) exemptions.

(12) Manage the TRADOC Title XI Program.

(13) Analyze data and provide summary statistics that measure the performance of TASS using data from the TASS Readiness Report (app D).

2-4. Army Training Support Center (ATSC) will-

a. Perform management of the TRADOC TATS-C/RC-configured courseware (RC3) reproduction, storage, and distribution to school codes authorized to teach the courses. Refer to TR 350-70; paragraph VI-8-2d(2) for information on ATSC storage of TATS-C in the digital library.

b. Support the proponent school's development, management, and distribution of AdLP courseware.

2-5. Training proponents.

a. TRADOC is The Army's proponent for the training and leader development process and is the accrediting authority for all Army institutions conducting training and leader development. Other Army training and leader development proponents include USAJFKSWCS, TJAGLCS, AMEDDCS, AMSC, AFMS, DAIG, CPOC, USMA, USACE, AMC Schools, and USACIDC. Training proponents will-

(1) Develop courses based on established training and education goals and objectives, as well as the duties, responsibilities, and missions their graduates will be assigned.

(2) Develop, evaluate, and train leader, technical, and tactical tasks that focus on missions for the size or type units to which graduates will be assigned.

(3) Provide progressive and sequential training. Provide personnel serving at the same organizational level with training consisting of the same tasks, conditions, and standards.

(4) Provide leader, technical, and tactical training that affords Soldiers and DA civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.

(5) Develop, produce, store, maintain, and distribute training support products to institutions, units, and individuals.

b. The commandants are the proponents for training and doctrine within their respective areas. Training proponents will-

(1) Accredit functionally aligned TASS training institutions and ensure they are training to standard.

(2) Share subject matter proficiency with functionally aligned school battalions and OCONUS MFTUs.

(3) Execute TRADOC policy for certifying and re-certifying instructors in accordance with (IAW) TR 350-70, chap II-1. RC instructors will not be required to travel from their unit locations to the proponent school for the certification process.

(4) Ensure instructor training is available to functionally aligned TASS instructors.

(5) Approve/disapprove course-related waiver requests and provide response within 45 days of request.

(6) Provide responses to all questions and requests from TASS training institutions.

(7) Plan, program, and budget funds and other resources required to develop training products/materials for TASS training battalions and QAO accreditation mission according to requirements approved/directed/funded by HQ, TRADOC, RCTID, and DCSOPS&T.

(8) Provide proponent-specific training to TASS Battalion Title XIs/ARNG SMEs.

(9) Keep State TAG/USAR TASS Training Command, functionally aligned battalions, and ATSC informed of unforecasted changes to courseware at the earliest possible date.

(10) Submit Training Requirements Analysis System (TRAS) documents to change courses in ATRRS at all locations. Identify prerequisites that are inadequate and ensure prerequisites for courses are complete. Submit appropriate course administrative data (CAD) to HQ, TRADOC, DCSOPS&T (TOMA), immediately, to change the data in ATRRS. TASS school battalions will make changes as soon as possible, not to exceed 1 fiscal year, for courses not requiring changes in resources.

(11) In coordination with NGB and USARC, resolve capacity issues before the SMDR. Issues that cannot be resolved will be elevated to Council of Colonels (CoC)/General Officer In-Progress Review (GOIPR) during the SMDR.

(12) Attend the SMDR to represent, in coordination with NGB and USARC, the courses under their proponency as they are addressed.

(13) Address NGB, USARC, and the appropriate school, with any issues elevated to the CoC/GOIPR.

(14) Maintain instructor data as directed in Appendix D of this regulation.

c. The Commandant, Academy of Health Sciences, (AHS), AMEDDCS (a major subordinate command of MEDCOM), is the proponent for all AMEDDCS training and doctrine and will-

(1) Accredit functionally aligned TASS training institutions and ensure they are training to standard.

(2) Execute TRADOC policy for certifying and re-certifying instructors IAW TR 350-70, chap II-1. RC instructors will not be required to travel from their unit locations to the Proponent school for the certification process.

(3) Direct the development and staffing of AMEDDCS courses for export to functionally aligned TASS training battalions.

(4) Coordinate and resource AMEDDCS course development and ensure standardization of all materials.

(5) Publish and distribute courseware to TASS battalions authorized to conduct AMEDDCS courses.

(6) Approve/disapprove course-related waiver requests and provide response within 45 days of request.

(7) Finalize student academic records and award AHS diploma for accredited courses upon successful completion of training.

d. The Commandant, USAJFKSWCS (a major subordinate command of USASOC), is proponent for all special operations unique training and doctrine and will-

(1) Accredit functionally aligned TASS training institutions and ensure they are training to standard.

(2) Execute TRADOC policy for certifying and re-certifying instructors IAW TR 350-70, chap II-1. RC instructors will not be required to travel from their unit locations to the Proponent school for the certification process.

(3) Direct the development and staffing of special operations courses for export to functionally aligned TASS training battalions.

(4) Coordinate and resource special operations course development and ensure standardization of all materials.

(5) Publish and distribute courseware to TASS battalions authorized to conduct special operations courses.

(6) Approve/disapprove course-related waiver requests and provide response within 45 days of request.

(7) Finalize student academic records and award AHS diploma for accredited courses upon successful completion of training.

2-6. U.S. Army Forces Command (FORSCOM) will-

a. Command and resource FORSCOM Noncommissioned Officer Academy (NCOA) through the installations.

b. Implement HQDA and TRADOC policies and procedures for the management of NCOA training.

c. Prioritize training allocations for constrained courses at FORSCOM Training Institutions.

d. Provide input to and/or participate in the SMDR.

e. Coordinate with HQDA and other Army Commands for support, as necessary.

2-7. Commander, Human Resources Command (HRC) will-

a. Identify training and budget requirements, obtain training allocations, and issue orders for training AA Soldiers.

b. Ensure AA students are eligible to attend the identified course.

c. Request and manage quotas and publish orders for all AA officers/WOs to attend The Army Training System (TATS) OES/Warrant Officer Education System (WOES) courses.

d. Request quotas and publish orders for all AA Soldiers to attend appropriate training.

e. Ensure no AA Soldier travels for training without proper orders, when required. Orders must be in the Soldier's hands a minimum of 30 days prior to reporting date.

2-8. Commander, Army Reserve Human Resources Command (AR-HRC) will-

a. Identify training and budget requirements, obtain training allocations, and issue orders for training Individual Mobilization Augmentee (IMA)/Individual Ready Reserve (IRR) Soldiers.

b. Ensure IMA/IRR students are eligible to attend the identified course and properly attached to the parent TASS training battalion for the duration of courses being conducted.

c. Request and manage quotas and publish orders for all USAR officers/WOs to attend TATS OES/WOES courses.

d. Request quotas and publish orders for all IRR and IMA USAR Soldiers to attend appropriate training.

e. Provide timely responses to requests for attachment orders to USAR TASS battalions.

f. Manage officer professional development education (PDE) and WO training requirements.

g. Manage all IRR/IMA PDE training requirements.

h. Ensure no IRR/IMA Soldier travels for training without proper orders. Orders must be in the Soldier's possession a minimum of 30 days prior to the reporting date. Exceptions are Soldiers upgraded from wait status to reservation status on ATRRS. Place orders in the Soldier's possession at the earliest possible time.

2-9. Continental U.S. Army (CONUSA) will-

a. Act as FORSCOM executive agent within the CONUSA area by monitoring training guidance execution for FORSCOM and assisting in resolving issues related to AA support, when required.

b. Host the annual Site-Date Conference to facilitate coordination and synchronization of AT scheduling and AA to RC support to all units.

c. Provide AA and RC commands and units with training assistance, as required or requested.

2-10. Combined Arms Center/Combined Arms Support Command will-

a. Evaluate proponent schools that fall under their respective commands.

b. Provide a master accreditation schedule to TRADOC QAO.

c. Accredit OES courses for MFTUs and coordinate with TRADOC for accreditation evaluations.

2-11. Office of the Chief, Army Reserve (OCAR) will-

a. Participate in a tri-component partnership in support of TASS to train America's Army.

b. Implement ARPRINT for USAR portion of a fully integrated missioning process for the Army. Coordinate with TRADOC and NGB.

c. Act as USAR executive agent for TASS Training Coordination Council (TCC) process.

d. Resource USAR Active Guard Reserve (AGR) element of RCTID.

e. Provide resources and command and control over OCONUS USAR multifunctional training BDEs.

2-12. National Guard Bureau (NGB)/Army National Guard (ARNG) will-

a. Support and provide guidance to ARNG training battalions and SMEs through the TAGs.

b. Participate in a tri-component partnership and prepare for full implementation of TASS to train America's Army.

c. Provide resources for and direct the execution of ARNG training requirements.

d. Implement ARPRINT for ARNG portion of a fully integrated missioning process for the Army. Coordinate with TRADOC and USARC.

e. Serve as ARNG agent for the TCC process.

f. Resource ARNG AGR elements of RCTID.

g. Mission and resource TASS training battalions to support individual training requirements identified in the ARPRINT.

h. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS, IAW TR 350-70.

i. Ensure support to USAR TASS Battalions with qualified instructors as stipulated in the Installation Support Agreement (ISA).

j. Ensure instructor data is maintained as directed in Appendix D of this regulation.

2-13. U.S. Army Reserve Command (USARC) will-

a. Resource and provide oversight of assigned USAR TASS training battalions and BDEs through the Training Commands.

b. Provide appropriate guidance and management oversight of all ATRRS functions within the USAR.

c. Identify and validate USAR training requirements in The Army Centralized Individual Training Solicitation (TACITS) process and enter requirements into ATRRS IAW AR 350-1.

d. Coordinate with HQ, TRADOC (TOMA) on institutional training and resource requirements.

e. Assist TASS Training Commands with procurement of equipment, based on training requirements.

f. Develop the institutional training budget for TASS Training Commands under their command and control.

g. Provide program and budget input to OCAR.

h. Manage the allotted USAR TASS training TASS Training Commands funding.

i. Provide USAR TASS training battalions with personnel, facilities, and equipment to support approved ARPRINT. Initiate ISA with other component units and installations to borrow facilities and equipment not available in the USAR.

j. Resource, implement, and supervise Army Reserve training within TASS.

k. Identify and coordinate instructor requirements to support assigned AT missions and provide regional instructor management support.

l. Assist TASS Training Commands in preparing for and participation in the TCC.

m. Provide decision-making representation to the TCC.

n. Ensure unit commanders submit applicable training waiver requests prior to issuing orders.

o. Ensure no Soldier under USARC command travels for training without a confirmed reservation in ATRRS and proper orders. Orders must be in the Soldier's possession a minimum of 30 days prior to the reporting date. Exceptions are Soldiers upgraded from wait status to reservation status on ATRRS. Place orders in the Soldier's possession at the earliest possible time. Make this an item of special interest in the Organizational Inspection Program, IAW AR 1-201.

p. Attend TASS General Officer Steering Committee as a voting member.

q. Ensure support to ARNG TASS Battalions with qualified instructors as stipulated in the ISA.

r. Serve as agent for TCC.

s. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS training battalions, IAW TR 350-70.

t. Maintain instructor data as directed in Appendix D of this regulation.

2-14. State The Adjutants General (TAG) will-

a. Command and control assigned TASS training institutions.

b. Provide all instruction by ARNG forces within their state, IAW their TASS mission.

c. Ensure equipment availability, based on training requirements.

d. Provide decision-making representation to the TCC.

e. Resource subordinate units to support individual training requirements identified in the ARPRINT.

f. Maintain coordination relationship with TASS school battalions.

g. Participate in TCC.

h. Identify and validate training requirements for ARNG Soldiers within their jurisdictions in the TACITS process, obtaining training allocations and entering requirements into ATRRS IAW AR 350-1.

i. Ensure ARNG students meet prerequisites, are attached to TASS schools, and remain in classes through completion of training.

j. Ensure unit commanders submit applicable training waiver requests prior to issuing orders.

k. Ensure all ARNG Soldiers travel for training with a confirmed reservation in ATRRS and proper orders. Orders must be in the Soldier's possession a minimum of 30 days prior to their reporting date. Exceptions are Soldiers upgraded from wait status to reservation status on ATRRS. Place orders in the Soldier's possession at the earliest possible time.

2-15. OCONUS Commands (USAREUR and USARPAC) will-

a. Operate the AA schools and USAR TASS MFTUs under their commands in consonance with the procedures described herein.

b. Identify and coordinate instructor requirements to support assigned missions.

c. Monitor school missions and coordinate identified shortfalls in facilities, instructors, courseware, equipment, and ammunition.

d. Assist units in the development of educational training requirements and monitor quota allocations.

e. Monitor training guidance execution.

f. Coordinate with U.S. Army Sergeants Major Academy, and appropriate proponent schools for all RC institutional training matters in their area.

g. Assist in preparing for and participation in the TCC.

h. Monitor course fill/no-show on ATRRS.

i. Coordinate AT training locations (Annual Site-Date Conference).

j. Review TACITS, TCC, Training Resources Arbitration Panel (TRAP), courses and quotas.

2-16. U.S. Army Special Operations Command (USASOC) will-

a. Identify training requirements and obtain training allocations for USASOC Soldiers.

b. Ensure USASOC students meet prerequisites, are attached to TASS school, and remain in classes through completion of training.

c. Participate in TCC.

d. Ensure no USASOC Soldier travels for training without proper orders. Orders must be in the Soldier's possession a minimum of 30 days prior to reporting date. Exceptions are Soldiers upgraded from wait status to reservation status on ATRRS. Place orders in the Soldier's possession at the earliest possible time.

2-17. U.S. Army Reserve Training Commands (TASS and Leader Readiness) will-

a. Provide command and control of USAR TASS training BDEs.

b. Serve as USAR individual training focal point.

c. Coordinate equipment and other instructional product availability, based on resource requirements in the POI.

d. Resource subordinate units and troop program unit (TPU) Soldier requirements to support individual training requirements identified in ARPRINT.

e. Participate in TCC process.

f. Support USAR NCOA battalions with small group leaders and small group instructors (SGI), as required.

g. Provide budget input to the USARC.

h. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent.

i. Establish memorandums of agreement (MOAs)/memorandums of understanding (MOUs)/ISA with support installation.

j. Ensure support to ARNG TASS Battalions with instructors as stipulated in the ISA.

k. Maintain instructor data as directed in Appendix D of this regulation.

2-18. TASS Training Regiments/Brigades will-

a. Exercise command and control or coordinating authority and provide guidance, oversight, missioning, and support to conduct operations and training (administrative, operational, and logistical) support to school battalions, as appropriate.

b. Coordinate and cooperate with assessment and accreditation teams.

c. Establish standing operating procedures (SOP) for operations and training support for the school battalions and training sites.

d. Maintain instructor data as directed in Appendix D of this regulation.

2-19. Multifunctional TASS Training Units (MFTUs) will-

a. Maintain communication/coordination with appropriate training proponents to ensure standards in training are maintained.

b. Perform all responsibilities of school battalions, as shown below.

c. Coordinate and cooperate with assistance and accreditation teams.

d. Ensure instructors are certified.

e. Establish SOP for operations and training support for the school battalions and training sites.

f. Maintain instructor data as directed in Appendix D of this regulation.

2-20. TASS Training Battalions will-

a. Maintain coordination with functionally aligned training proponents and implement changes in courses as soon as possible, not to exceed one fiscal year, for courses not requiring changes in resources. Identify those prerequisites for courses in ATRRS that are inadequate and are not ensuring attendance of qualified Soldiers, and submit this information to RCTID for review and forwarding to the proponent school, if necessary.

b. Coordinate and cooperate with QA Evaluation teams.

c. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent IAW TR 350-70.

d. Schedule and conduct classes based on the ARPRINT and the TRAP.

e. Order instructional support materials.

f. Actively supervise, monitor, observe and evaluate instruction/instructors at all training sites under their coordinating authority. Assist Proponent school in the certification of instructors.

g. Ensure course managers/branch chiefs, or other qualified staff in the appropriate career management field (CMF), evaluate all instructors on a regular basis. Forward a copy of the instructor's evaluation results to the instructor and the TASS Training battalion, who will maintain a copy, IAW TR 350-70.

(1) As a minimum, conduct instructor evaluation requirements for AA and RC full-time training institutions on a quarterly basis.

(2) As a minimum, conduct instructor evaluation requirements for traditional/M-Day/TPU/Battle Assembly institutions on a semi annual basis.

h. Enter schedules for all courses conducted, quotas, and student dates into ATRRS. Student input and graduation data must be entered IAW AR 350-10.

i. Report unresolved training issues, in memorandum format, through the chain of command with copy furnished to RCTID.

j. Maintain administrative and operational accountability of training support documentation for accreditation.

k. Perform TASS battalion-level ammunition management IAW AR 5-13 and TR 350-8.

l. Submit request for waivers directly to the proponent school or appropriate agency.

m. Coordinate training requirements with RC support office, or appropriate agency of training installations.

n. Establish SOP for operations and training support for the school battalions, companies and training sites.

o. Perform/submit self-assessments IAW TRADOC QAO policy and guidance.

p. Maintain instructor data as directed in Appendix D of this regulation.

2-21. Regional Readiness Commands will-

a. Ensure Soldier has applicable training waiver request prior to issuing orders.

b. Publish student orders in a timely manner.

c. Ensure equipment availability, based on training requirements, IAW POI and course management plan (CMP).

d. Ensure training facilities are available, based on training requirements, IAW POI and CMP.

e. Provide accurate data on student densities for TCC, TRAP, etc.

2-22. General support provisions for TRADOC Title XI Soldiers:

a. HQ, TRADOC RCTID will-

(1) Manage all TRADOC Title XI management.

(2) Provide funding for travel.

(3) Requisition HRC for all Title XI officers and NCOs.

(4) Review annually all TRADOC Title XI positions.

(5) Assign all Title XI personnel to HQ, TRADOC RCTID (W3HN01) and attach to proponent school/center/Army Command QAOs, or with duty at RC Training Institutions.

(6) Process all TASS BN Title XI administrative actions going to HRC through HQ, TRADOC (for example, requests for retirement, extensions/stabilization).

(7) Monitor the Enlisted Distribution and Assignment System and Total Officer Personnel Information System II to validate all open requisitions for completeness and accuracy.

(8) Provide the Title XI rating scheme.

b. Proponent schools will-

(1) Assign TASS Title XI personnel at the TRADOC proponent school/center/Army Command directly to HQ, TRADOC. To provide for efficient, timely, and cost effective administrative support to Title XI Soldiers and their families, HQ, TRADOC attaches Soldiers directly to their respective proponent school/center/major subordinate command (MSC) for Uniform Code of Military Justice (UCMJ), administrative actions, and financial support.

(2) Ensure Title XI personnel assigned are performing Title XI duties IAW paragraphs 3-16 of this regulation.

(3) Utilize TRADOC Title XI funding for Title XI mission support only. Upon request, the proponent school Resource Manager will provide information to the Proponent Title XI in order to monitor their expenditures. HQ, TRADOC RCTID Resource Management Officer provides funding, through the TRADOC resource manager, to the proponent school.

(4) Provide office space for Title XI personnel assigned.

(5) IAW AR 350-1, AR 600-9 and Field Manual (FM) 21-20, administer semiannual Army Physical Fitness Test (APFT) and semiannual weigh-in to all attached Title XI Soldiers and forward results to HQ, TRADOC RCTID.

(6) Coordinate Title XI gains and losses with HQ, TRADOC RCTID, as required.

(7) Ensure all TRADOC Title XI Soldiers receive required training (such as, The Army Centralized Individual Training Solicitation (TAITC), Training Developer Middle Managers Course) IAW TR 350-70 and QAO policy and guidance.

c. RC TASS BN Commadants will-

(1) Ensure the duties assigned to TASS Title XI Soldiers conform to paragraphs 3-16 of this regulation.

(2) Provide office space for Title XI personnel.

(3) Establish duty hours and duty locations for T-XI personnel.

(4) Establish positive control over leave, pass, and permissive temporary duty (TDY) administration to include-

(a) Soldier's supervisor must approve all requests for leave and forward to RCTID at least 12 days prior to the effective leave date for processing by the HHC Commander and the servicing Personnel Administration Center (PAC).

(b) Soldiers must fill out a DA Form 31 for a pass or leave at any point in time where their absence will take them 300 or more miles from their place of duty. Forward the DA Form 31 to RCTID at least 12 days prior to effective pass/leave date. See AR 600-8-10 for pass guidance.

(5) IAW AR 350-1, AR 600-9 and FM 21-20, administer semiannual APFT and semiannual weigh-ins to Title XI Soldiers and forward results to the Senior Proponent school Title XI.

(6) Provide the Senior Proponent Title XI or HQ, TRADOC RCTID notice of any pending UCMJ or negative administrative actions taken against TASS BN Title XI Soldiers.

(7) Report any serious incidents involving Title XI Soldiers by telephonic or electronic means through your immediate chain of command, to HQ, TRADOC RCTID.

Chapter 3
TASS Management

Section I Procedures

3-1. General. This chapter contains general policies and administrative procedures for the operation, administration, and training support of TASS. The procedures herein are applicable to individual institutional training. Forward exceptions to the operational procedures in this

regulation to HQ, TRADOC, RCTID (ATTG-X), 355 Fenwick Road, Fort Monroe, VA 23651-1001.

3-2. Institution Standard Operation Procedures (SOP). TASS institutions must develop and maintain a unit SOP, which includes, at a minimum, policy and procedures for the following-

    a. Verifying student prerequisites,

    b. Ensuring students, staff and faculty comply with AR 600-9,

    c. Test control and accountability,

    d. Student in-processing and out-processing,

    e. Student disenrollment and appeal process,

    f. Preparation and distribution of student guides,

    g. Refresher and remedial training,

    h. Resourcing training,

    i. Ensuring safety and conducting risk assessment,

    j. Sexual harassment/equal opportunity/Sexual assault policies and procedures,

    k. Student attendance, counseling, and maintenance of classroom records,

    l. Environmental compliance,

    m. Instructor qualifications, certification process and evaluations, and

    n. Self Assessment process.

3-3. Soldier Safety and Force Protection. Reference TR 350-10, TR 350-70, TR 385-2, and FM 7.0.

3-4. Risk Assessment/Management. Reference TR 350-10, TR 350-70, TR 385-2, and FM 100-14.

3-5. Conduct of Institutional Training.

    a. Prerequisites for each course are published in DA Pam 351-4 and Pam 611-21 or https://perscomnd04.army.mil/MOSMARTBK.nsf/, the course management plan, and ATRRS (www.atrrs.army.mil). Student qualification in prerequisite tasks is the individual's and unit commander's responsibility.

b. Schools will present training as designed and approved by the training proponent. This will ensure tasks are trained at the appropriate skill level and to the standards prescribed for each course.

c. Student training and instructors.

(1) School staffs, faculties, and training departments will supervise and support instructors and students, and ensure commitment to training, educating, and developing each student. Provide facilities to accommodate after-hours study requirements for students.

(2) Trained, qualified, experienced, and certified instructors will conduct and supervise student training. Trainer-to-student ratios will be IAW POI/CMP requirements and will be sufficient to ensure student control, safety, and supervision, as well as to facilitate teaching, coaching, mentoring, and developing individual students.

(3) Instructors will provide students with progressive and sequential training, as designed and approved by the training proponent, accurate student performance measurements and tests, and provide timely feedback.

(4) TASS Commanders will ensure the fair treatment of Soldiers. Soldiers attending MOS Training (MOS-T) for reclassification will have the same privileges as permanent party members of equal grade. Treat Soldiers with the dignity and respect due their grade. The TASS BN Commander determines specific privileges, based on such factors as grade, training performance, self-discipline, motivation, and conduct. Permanent party privileges include: training area/on-post pass, off-post pass, overnight pass, wear of civilian clothes during non-training hours, cell phones, pagers, electronic devices, drive or ride in privately owned vehicles (POVs), alcohol use for Soldiers of legal age, and tobacco use.

(5) ATRRS, the system of record, determines report date and times. Training institutions will not alter the report date. Normal report times will be no less than the full duty day. Training institutions will include after-duty phone numbers in their welcome letters or ATRRS School header screens for Soldiers arriving after normal duty hours.

d. There will be occasions when TASS training battalions are requested to conduct training in courses for which TRADOC or the other proponents have not developed and distributed courseware. The requirement for TASS training battalions to conduct training only with proponent-approved courses remains in effect. Procedures for TASS training battalion development and proponent approval of such courseware are found in TR 350-70, part VI.

e. The situation may arise, where a TASS training battalion is unable to conduct a course under its school code. If the training is essential to unit readiness, it may become necessary for another component to assume the mission. If this occurs, the following guidelines apply-

(1) The TASS battalion and its supporting command (TAG/Training Command (TASS)), responsible for the conduct of the course, may grant permission for another component to conduct the course.

(2) When approved, the course will be loaded under the school code conducting the course, on a one-time basis.

(3) The owning TASS battalion remains responsible to verify instructor certifications and enforce training standards.

(4) The proponent school may also grant a one-time authorization to a different component to teach a course if circumstances warrant. If this occurs, the component given the authorization to teach the course is responsible to verify instructor certifications and enforce training standards.

3-6. Military Occupational Study-Training (MOS-T) (Reclassification).

a. MOS-T (reclassification) courses have non-MOS-specific (for example, common core) tasks deleted by the proponent, as Soldiers attending these courses have already completed IMT and do not need to repeat this basic Soldiering training. AA Soldiers may attend training at TASS battalions if the battalion is accredited and teaching TATS-C delivered in active duty for training (ADT).

(1) As appropriate, use MOS-T courses approved by TRADOC (training proponent commander), AMEDDCS, or USAJFKSWCS.

(2) Teach all tasks in the approved POI. In circumstances that preclude a task being taught to published standards (such as equipment non-availability), an exception to policy must be obtained from the training proponent prior to conduct of training. The TASS training battalion will prepare and distribute DA Form 1059 (IAW guidance in AR 623-3). Provide copies of the forms directly to the student's unit commander. Retain copies at the TASS training battalion, IAW AR 25-400-2.

b. TASS training battalion MOS-T courses may be taught in an inactive duty training (IDT) mode, an AT/ADT mode, self-paced distance learning, or a combination thereof, as specified in the POI.

c. Except for AMEDDCS, successful completion of a TASS MOS-T course qualifies an individual for award of the MOS/area of concentration (AOC). Complete all phases of multi-phase courses prior to awarding a MOS. Students enrolled in MOS/AOC courses must be qualified for MOS/AOC award (except for pending clearances) IAW the ATRRS screen, prior to attending.

d. For AMEDDCS courses, the AHS diploma awarded upon successful completion of the course certifies the mandatory formal training, required by DA Pam 611-21, has been completed and is the basis for award of the MOS.

3-7. The Army Training System (TATS) Course.

a. TR 350-70 provides guidance on the analysis, design, development, requisition, and use of TATS courseware.

b. A TATS course is a single course designed to train the same MOS/AOC skill level or additional skill identifier (ASI), language identifier code (LIC), and skill qualification identifier (SQI) within the Army. It also includes MOS-T, (formerly known as reclassification), Army leadership, functional, and professional development courses. The TATS course structure (phases, modules, tracks, lessons, and tests) and media ensure standardization by training all Soldiers, regardless of component, on course critical tasks to task performance standard. Method of presentation and conditions may vary IAW TR 350-70.

c. Proponent school TATS courseware training developers will ensure MOS-T courseware contains only MOS-specific tasks, as Soldiers who are reclassifying do not need to repeat IMT skill sets.

3-8. RC-configured Courseware (RC3).

a. TATS courseware has replaced RC3. RC3 development and revision has stopped. RC3 was originally produced for RC reclassification courses, functional and special courses, and NCO and officer/warrant officer education courses. This program provided RC3 Training Support Packages (TSP) to support the TASS training battalions.

b. Proponents are responsible to replace RC3 with TATS courseware. In a case where RC3 still exists, proponents are responsible for maintaining it until replaced by TATS courses. Refer to TR 350-70, chaps VI-6-4 and VI-8, for additional information on TATS course.

c. Army Training Support Center (ATSC) will retain RC3 courseware material for 2 fiscal years after a TATS course is developed and available for issue. TOMA will retain RC3 scheduling in ATRRS of post-phase I training for 2 fiscal years after a TATS course is fielded. This allows transition between RC3 and TATS fielding.

3-9. Instructor Qualification and Certification.

a. The proponent commandant certifies instructors IAW TR 350-70 and proponent-specific requirements contained in appropriate course management plans. Proponent school will ensure all instructor requirements can be accomplished within one training year. The proponent will provide certification documentation.

b. Training institutions will maintain instructor certification documents IAW local SOPs and AR 614-200.

c. Training institutions using borrowed instructors are required to possess only the proponent school certificate (or request) for the course instructed during the conduct of training of that specific course.

3-10. Instructor Grade and Experience Requirements. AR 614-20, DA Pam 611-21, TR 350-10, and appropriate CMP provide guidance for instructor grade and experience requirements.

3-11. Instructional Products and Training Aids Requisitioning.

a. ATSC or the Reimer Digital Library will furnish instructional products. The AA, ARNG, and USAR will document resource requirements and the organizations providing resources in ATRRS. Resource data will be shown by school name and course by the unit identification code (UIC). The resource requirements will be for the execution year. Any changes to fiscal year school missions that occur as a result of TRAP actions must be reflected in the appropriate ATRRS resource display screens.

b. Instructional products from three distinct sources support TASS training battalions:

(1) The Visual Information/Training Support Center (VI/TSC) System. Training aids, devices, and visual information products and equipment, although often required in the conduct of courses, are not included in instructor or student sets, and are not provided by ATSC or RDL. Request these items on a loan basis from the appropriate VI/TSC. All TASS training battalions will establish and maintain accounts with the VI/TSC serving their geographic location. Closely examine courseware products for required training aids, devices, simulations and equipment, and requests for such items will be made in sufficient time to support scheduled classes. Note that VI/TSC loans are made on a first-come, first-served basis. Adequate prior planning and coordination are essential to ensure responsive support. TASS training battalions should maintain copies of the following publications in their training support libraries-

(a) DA Pam 350-9 and

(b) TRADOC Pam 350-9.

(2) The Department of the Army administrative publications system. Some courses still require DA publications as instructor resources and/or as student texts. Such DA publications are not included in course instructor/student sets and must be requisitioned separately. All TASS training battalions will establish accounts with the U.S. Army Publications Distribution Center, St. Louis. AR 25-30 and DA Pam 25-33 outline procedures to establish and use DA publications accounts. Examine courseware products for required training aids, devices, simulations and equipment. Request needed courseware products in sufficient time to support scheduled classes.

(3) Courseware reproduction/distribution system.

(a) Reproduction and distribution of TATS courseware and RC3 are requirements-based, driven by the ARPRINT and TRAP requirements. ATSC reproduces and distributes courseware based on user requests received during established requisitioning windows for IDT and AT as follows-

- 1 February - AT requisitions due to ATSC for Warrior Leader Course (WLC), Basic Noncommissioned Officer Course (BNCOC)/ Advanced Noncommissioned Officer Course (ANCOC) Common Leader, Phase I, BNCOC/ANCOC Phase II, First Sergeants Course (FSC), and nuclear, biological, and chemical (NBC) Defense.

- 1 November - AT requisitions due to Directorate of Non-Resident Studies (DNRS)/Intermediate Level Education (ILE) for ILE and Combined Arms Exercise (CAX). ILE will forward to ATSC.

- 1 June - IDT requisitions due to ATSC for BNCOC/ANCOC Common Leader Phase, Phase I, and NBC Defense.

- 1 April - IDT requisitions due to DNRS/ILE for ILE and CAX. ILE will forward to ATSC.

- For TAITC, Small Group Instructor Training Course, and Systems Approach To Training Basic Course submit requests through Commander USATSC (DLC-S), Fort Eustis, VA 23604-5166.

(b) All courseware user requirements are submitted using TRADOC Form 350-18-1-R-E. Forward all requisitions through appropriate channels to ATSC (TMSD-T). TRADOC Form 350-18-1-R-E completion instructions (app B); for requisition procedures (see sec 3-11g).

(c) ATSC must receive all courseware requisitions prior to the close of the appropriate requisition window. At the close of each window, ATSC consolidates the requirements, by course, into basis-of-issue plans (BOIP). The BOIP determine how many courseware sets will be distributed.

(d) Submit requisitions to Commander, ATSC (ATIC-TMSD-T), Bldg. 1542, Fort Eustis, VA 23604-5168, DSN 927-5066/5072, Comm (757) 878-5066/5072.

(e) Training proponents may choose to reproduce, distribute, and manage TATS courses. The courseware can be multi-media and may involve distribution over video teletraining (VTT) or the Internet. Proponents will distribute courseware in response to the BOIP, published by ATSC. ATSC and responsible training proponents distribute courseware so the products will be on hand prior to the training start date.

(f) Courseware requisitions received by ATSC outside the specified windows are called "out-of-cycle" requests. ATSC and training proponents maintain residual stockage of courseware against such contingencies, but when these supplies are exhausted, an additional printing of courseware materials may not be available.

c. Initiate requisitions for course materials, for a particular phase or module, per the TATS course structure and the CMP implementation guidance, for example, a normal two-phased

course, ADT phase/module, do not order at the same time as the IDT phase. Order each phase separately using TRADOC Form 350-18-1-R-E.

　　　　d. TAG/Training Commands (TASS) (Leader Readiness) will-

　　　　　　(1) Identify and requisition all instructional products needed to conduct required classes in sufficient time to receive prior to class start dates.

　　　　　　(2) Establish and maintain accountability for all products received.

　　　　　　(3) Cross-level all available products prior to forwarding requisitions.

　　　　　　(4) Identify, retain, conserve, cross-level, and share all instructional products.

　　　　e. Specific courseware responsibilities:

　　　　　　(1) Training proponents will monitor courseware issues and assist ATSC and TASS REGTs/BDEs to resolve problems/issues concerning courseware requisitioning and delivery.

　　　　　　(2) TASS REGTs/BDEs will-

　　　　　　(a) Review and approve/disapprove all justifications for issue of additional instructor sets, recoverable items in excess of authorized quantities, and all out-of-cycle requisitions and forward to ATSC or DNRS, as appropriate.

　　　　　　(b) Direct inventory/accountability procedures, which enable visibility and redistribution of all available courseware.

　　　　　　(3) TASS training battalions/companies will-

　　　　　　(a) Maintain a training support master file of current courseware they are chartered to teach under TASS alignment.

　　　　　　(b) Provide courseware inventories, as directed by TASS REGTs/BDEs.

　　　　　　(c) Establish test control procedure for Test Control Officer (TCO)/NCO that supports AR 380-5 and TRADOC Test Control Memorandum.

　　　　　　(d) Provide training proponents and ATSC with orders or memorandums appointing the TCO/NCO, and a DA Form 1687 authorizing the TCO to request test material.

　　　　　　(e) Requisition Test material on a separate TRADOC Form 350-18-1-R-E.

　　　　　　(f) Issue tests for courses requested and provide only one copy of each test version.

(g) Maintain an account with training proponent or ATSC for test material. Failure to comply will result in nonsupport of testing products.

(h) Establish a test control account for TATS course testing material with the proponent school.

f. Account establishment/maintenance.

(1) All TASS school codes must establish and maintain signature card accounts (DA Form 1687) with ATSC (ATIC-TMSD-T).

(2) Update and submit DA Form 1687 by 1 October of each year. Immediately submit a new form when personnel, address, or other changes occur which affect the DA Form 1687. Immediately notify ATSC of changes to point of contact (POC), telephone numbers, and addresses, in order to ensure timely and efficient shipment of courseware.

g. Requisitioning procedures.

(1) Use TRADOC Form 350-18-1-R-E to request courseware for both IDT and AT phases. A copy is provided at the back of this regulation for local reproduction.

(2) TASS regional regiment/BDE must forward out-of-cycle requisitions to ATSC, when required, 60 days prior to scheduled class start date.

(3) Requisitions for course materials should be initiated for only one phase/module at a time (for example, a normal two-phased course, the ADT phase should not be ordered at the same time as the IDT phase). Requirements for the second phase/module may be significantly different from initial enrollment in the first phase. For those few courses that are not packaged by phase/module, order the entire course at one time. In those cases, it is extremely important to conserve and bring the course materials to the ADT portion of the course; a second requisition for the same class will not be honored.

(4) Instructor sets, in their entirety, are accountable/recoverable items, as are selected student materials, as identified. If a course has been taught by TASS school code in the preceding 3 years, requisitions for additional instructor sets/materials and recoverable student materials must be justified based on increased student load and/or additional instructors. Justification for additional or replacement recoverable materials must be forwarded with the TRADOC Form 350-18-1-R-E.

(5) In the event of canceled or rescheduled courses, increases or decreases in enrollment, or training site changes, notify ATSC by the most expeditious means available so that shipments in progress can be adjusted accordingly. Follow-up telephonic changes with hard-copy requests.

(a) When a change in training (delivery) location occurs and the change is not reported in sufficient time to redirect courseware shipment(s), TASS battalion commander is responsible for receiving the shipment(s) and transporting to the proper training location.

(b) If a course/requirement is canceled, but the notification is not made in sufficient time to stop shipment of courseware, TASS battalion commander will report, as necessary, any excess to TASS regiment/BDE.

(c) If materials requirements increase after the initial request has been processed, TASS school code must inform ATSC at least 30 days prior to the training date.

h. Inventory and cross-leveling procedures.

(1) School codes will inventory all courseware quarterly and copy-furnish TASS regional REGTs and BDEs.

(2) All course materials not required by TASS school code for the conduct of current year training will be identified to regional TASS REGTs/BDEs for cross-leveling to meet other current year requirements.

(3) Regional TASS REGTs/BDEs will supervise the cross-leveling of courseware within their regions and will report, as necessary, to ATSC any excess materials for cross-leveling among other regions. ARNG TASS SMEs will provide guidance on cross leveling within their CMF.

3-12. Reproduction and distribution. See AR 350-1. The TRADOC goal is to maximize technology; therefore, courseware will be provided in digital format (for example, compact disk-read only memory (CD-ROM), floppy disc, Internet file transfer protocol, etc.).

3-13. Test control procedures. See TRADOC Pam 350-70-5.

3-14. Attendance Register.

a. Purpose is to track attendance for pay and education/training.

b. Each training site will maintain student attendance by using the ATRRS class roster (R2) or TRADOC attendance record (TRADOC Form 270-R-E, located at the end of this regulation). Distribution will include-

(1) Original to TASS battalion headquarters,

(2) Copy for instructor's records,

(3) Copy in the visitor folder in each classroom, and

(4) Copy for individual's unit of assignment, if applicable.

3-15. Maintenance of Training Support Records. Maintain training support records at each school code site, as required by the proponent school.

3-16. Use of Title XI Personnel in Support of TASS.

a. Overview. Title XI is a congressionally-mandated program to provide AA support to the RC for training and education. Congress funds Title XI assets to increase RC readiness and enhance Army effectiveness. TRADOC, RCTID has responsibility for TASS and for administrative, operational, and resource support of Title XI personnel who support TASS. Title XI personnel will be utilized to assist in training development, accreditation and standardization, and instructor certification within TASS, in support of RC training.

b. Army Training Center/School, training proponent will assign the following responsibilities/duties. Title XI Soldiers will-

(1) Coordinate TRADOC programs within the center/school(s).

(2) Coordinate the accreditation of school battalions.

(3) Coordinate and provide feedback to the appropriate training proponent on the efficiency and effectiveness of training courseware.

(4) Maintain a database of issues, waiver requests, training observations, self assessments, accreditation, and TRADOC trend reports.

(5) Prepare and manage the Title XI budget for travel within the Army Training Center/MSC/School.

(6) Assist with the conduct of workshops in cooperation with TRADOC training proponents.

(7) Within budgetary guidelines and fund availability, assist with the conduct of accreditation assistance and accreditation evaluation visits to training site classes in session.

(8) Utilize ATRRS as a management tool to facilitate effective training and resolve training problems.

(9) Establish and maintain a working relationship with functionally aligned training institutions.

(10) Coordinate and conduct accreditation of RC TASS training institutions IAW TRADOC QAO policies and procedures.

(11) Serve as SME.

(12) Gather and analyze course accreditation information and provide to HQ, TRADOC as requested.

(13) Coordinate with training developers for current courseware and provide corrections as required.

(14) Provide quarterly update to RCTID (ATTG-X) on the status of TATS-C, MOS-T, and NCOES courses.

(15) Receive and make recommendations to proposed policy and doctrinal changes.

(16) Identify problem areas utilizing TRADOC QA Standards guide; take part in making a plan to resolve, suggest, assist in development of procedures; develop a training strategy; teach unit members and evaluate performance.

(17) Provide Proponent Accreditation Policy and waiver process training to RC Battalion.

(18) Assist with the sustainment of TATS courseware IAW TR 350-70.

(19) Coordinate training development issues with school battalions.

(20) Provide responses to questions and requests from TASS training battalions.

(21) Receive and review request for waivers of QA requirements.

   c. TASS training battalion will assign the following responsibilities/duties to their Title XI Soldiers.

(1) Serve as primary full-time school battalion liaison with TRADOC training proponent.

(2) Provide instructor and mobile training team support as directed.

(3) Serve as member of course self assessment team.

(4) Provide QA and assist the battalion commander with instructor certification program, in conjunction with functionally aligned training proponent.

(5) Serve as a SME and provide professional development for classroom instructors.

(6) Critique classroom/field instruction. Provide feedback to the chain of command, and assist in corrective actions.

(7) Assist with the coordination of training products with TASS training battalion to ensure availability and distribution.

(8) Provide feedback on efficiency and effectiveness of training courseware for forwarding to the training proponent.

d. Unit evaluations. Consistent with FM 7.0 and FM 7.1, TASS Title XI personnel may assist commanders in assessing the TASS training battalion.

e. State or territory emergencies. ARNG Soldiers called into state emergencies are empowered and protected by state laws to use specific authorities and perform unique duties covered by state Tort Claims and emergency law enforcement statutes, as well as Declarations of Emergency. The duties vary widely between states, but usually include powers of arrest, use of deadly force, and authority to direct dispersal. Therefore, the following guidelines apply:

(1) TASS Title XI personnel assigned in support of ARNG TASS training institutions activated by the state, for humanitarian emergencies, may participate. These operations exercise the chain of command, preventive maintenance, checks, and services, training, and other functions, and usually provide an excellent opportunity to hone skills necessary for wartime mission.

(2) TASS Title XI personnel assigned to support ARNG units are prohibited by state and federal law (18 USC 1385) from enforcing state laws in State Declared law enforcement emergencies. AA personnel must avoid being in a situation wherein an impartial observer may construe the role of the AA Soldier as enforcing state laws.

(3) In a declared state emergency, TASS Title XI personnel may act in a myriad of supporting roles performing functions which are consistent with the TASS mission of contributing to the improvement of the training battalion, and which indirectly contribute to the overall restoration and maintenance of law and order. The functions may include operation of communications, situation reports, maintenance, administrative, transportation, and operations planning. Avoid mission activities , which risk exposure to situations that may enmesh AA Soldiers, such as reconnaissance or patrolling. Under no circumstances will AA Soldiers be issued weapons in a state emergency.

f. TASS Title XI personnel assigned to ARNG or USAR units activated in response to any Federal Declaration of Emergency are covered by the same legal protections as supported unit members. They are required to perform in support of the unit's missions as it would for any other federal mission.

g. In the event of a national security emergency all Title XI will support unit or installation's force protection posture, as required, as long as it does not affect their primary mission.

h. Title XI will not deploy with a TASS Battalion in support of war. Utilize the Title XI Soldier for other TRADOC TASS missions, for example, either at another TASS BN, the Center, Proponent school, or HQ, TRADOC.

3-17. Structured Manning Decision Review (SMDR) Process.

a. See AR 350-1. The SMDR is an annual individual training requirement determination and confirmation process, chaired by HQDA G-1 and G-3. The SMDR will be conducted on a by-course basis. Present courses taught at the proponent schools first, followed by the proponent's courses taught in TASS Regions A through G, TASS MFTUs, RTSMs, OCONUS, and RC-configured courses. The Army training requirements for a given fiscal year are compared against the training capability of the concerned TASS battalion/training center/institution. The SMDR process will cover all directed education/training, to include residence and distance learning.

(1) During the SMDR, proponents should be prepared to recommend where, within TASS institutions, additional training could be conducted if it cannot be accommodated at the proponent resident school. The Army must fully utilize the entire existing TASS training base capacity for constrained courses. If AA schools within TASS are unable to accommodate projected load, they must recommend alternative solutions. Part of the analysis should include the reserve institutions as a means to train active component school loads that exceed proponent capabilities. Proponents will identify the course to be trained. TASS institution will determine the number of iterations.

(2) The ATRRS summary sheet is the primary working document. It records the training requirements and variable course data required to develop the ARPRINT.

(3) Resources for courses that are transferred from one school to another will be moved effectively within the execution year.

b. Responsibilities. The TASS battalions/training centers/institutions will-

(1) Identify and resolve major training capability discrepancies prior to the SMDR. TASS RC institutions will resolve major training capability discrepancies with their Training Commands (TASS) (Leader Readiness)/State Headquarters, and USARC/NGB.

(2) Provide school representatives throughout the TCC process who represent and speak for their commander concerning bottom-line training capability and resource requirements.

(3) Coordinate with the proponent school and identify constraints to training and excess capacity prior to the SMDR. Attempt to resolve any issues from the TCC with the proponent school, NGB/USARC and identify, through the proponent school, any unresolved issues to HQ, TRADOC, TOMA for elevation to CoC/GOIPR.

(4) Identify and resolve all issues pertaining to training requirements; new or revised courses; course length changes; changes to maximum, optimum and minimum class sizes; instructor contact hours, instructor student ratio, and training hours to the proponent school prior to the SMDR so changes can be made in ATRRS.

(5) Provide course annual maximum capacity for update of ATRRS C9 (fiscal year-specific course administrative data) display. TASS RC/institutions provide same data at the TCC. All courses will have school estimated maximum annual capacity based on projected resourcing. This information is required to permit ATRRS the ability to provide automated reports on those courses, which are constrained and have CE, CF, or CZ entry, or those courses, which are not actually constrained, but are approaching or have a specific maximum capacity within the resources available. All other courses should reflect the upper limit the school can accommodate.

(6) Provide information as needed on all unresolved SMDR issues. Proponent will forward to HQ, TRADOC (ATOM-P). Responses will provide solutions or actions initiated leading to the issue solution and will be prepared in fact sheet format. Each fact sheet will address a separate course issue and will be in sufficient detail to provide a "stand-alone" document to justify that issue.

3-18. Army Training Requirements and Resources System (ATRRS).

a. ATRRS is a DA personnel input to the Training Management Information System, an on-line system that integrates manpower requirements for individual training with the process by which the training base is resourced and training programs executed. ATRRS is a critical automation system tool that directly supports the SMDR process. The system generates the ARPRINT, which is the mission and resourcing document for the Army training base. ATRRS provides the tool that permits personnel, resource, and training managers (representing Army staff, field agencies, and training Army Commands) to size the training base and to schedule and reserve training seats to assist in maintenance of personnel readiness.

b. See AR 350-10, the governing regulation for ATRRS.

3-19. Resources.

a. TASS proponent schools are responsible for obtaining all resources associated with conducting the course IAW the TASS cross-component resourcing MOU. Establish an ISA/MOU to facilitate borrowing equipment or facilities.

b. When equipment to support training is insufficient for all students or teams to perform to standard, the following considerations apply:

(1) If equipment nonavailability degrades training to the point that award of the MOS cannot be justified, follow guidance in AR 350-1, chap 1.

(2) An exception to policy/waiver must be approved by the training proponent before the start of scheduled training.

c. Whenever a TASS training battalion instructor performs IDT at a class location other than the normal duty station (NDS), and outside normal commuting distance (as defined in Joint Federal Travel Regulations), the instructor is authorized travel/per diem from either the NDS or

residence, depending on departure point when directed to perform duty at a site other than the NDS. The NDS for TASS training battalion instructors is defined as the primary duty location where the instructor spends the majority of his/her time teaching. If the instructor does not spend the majority of his/her time at any one location within a fiscal year, then the TASS training battalion commander must designate the NDS either as the TASS training battalion headquarters or a teaching site. This is true whether the TASS training battalion commander has designated the school headquarters or a teaching site as an NDS. If the NDS is the teaching site, then the instructor would be entitled to travel/per diem to the school headquarters. However, if the TASS training battalion commander has designated the NDS to be the school headquarters, the instructor is not entitled to reimbursement for travel to the TASS training battalion headquarters.

d. Develop school training missions during the SMDR IAW AR 350-1. The chiefs of each component are represented at the SMDR. Schools see their future training missions prior to the SMDR and have an opportunity to comment on their resource constraints. No school is given a mission unless its component agrees to provide the resources to execute the mission. IAW AR 350-1, chap 1, schools will not cancel scheduled classes because of resource constraints during the execution year, unless all components with quotas agree to the cancellation, or it is determined by HQDA that the necessary resources cannot be made available. It is the responsibility of the requesting component to move or zero out quotas associated with the canceled or non-conducted classes. Schools receive no reimbursement for students, regardless of the service or component of the student. Each Army component is responsible for providing sufficient total resources to train the number of students programmed to attend its schools as identified by ARPRINT. Resources, for the purpose of this regulation, are defined as-

    (1) Manpower (staff and faculty),

    (2) Facilities (instructional, billeting, and messing),

    (3) Equipment, to include operating tempo (OPTEMPO), and

    (4) Supplies: classes I, II, III, III (P), IV, VIII, and IX.

e. Class II. Personal clothing (uniform) requirements, will be determined by the school and shown in the ATRRS. The school will not issue personal clothing. A student's unit of assignment will ensure they report for training with the required individual clothing and equipment.

f. Class V. HQ, TRADOC is the one-source contact to HQDA (DAMO-TRO) for all POI-driven class V requirements in support of the TASS. Class V requirements are-

    (1) Personnel.

    (a) Each component must provide personnel support to the other components, within the limits of their resources and ISA, to accomplish the TASS training mission.

(b) NGB and USARC will co-host a meeting, assisted by TRADOC if required, not later than 120 days prior to the beginning of the training year, to determine manpower shortfalls and negotiate necessary personnel support agreements among the components.

(c) Reimbursement among the military pay appropriations (National Guard Pay Appropriations (NGPA) and Reserve Pay Appropriations (RPA)), for services provided by one component in support of another component, may occur under certain circumstances. Obtain sufficient Funded Reimbursement Authority (FRA) through the normal budgetary process. In order to ensure this authority is available, negotiate local support agreements and report up the chain of command for aggregation and incorporation into budget submissions. NGB and HQ, USARC will issue instructions to subordinate activities on procedures to report locally negotiated support agreements. NGB, OCAR and HQ, USARC will review and reconcile the amounts that drive the requirement for FRA and will incorporate into budget submissions. NGB and USARC must approve all MOAs to ensure there are sufficient funds available in the FRA in year of execution. Once approved, the funds are locked-in for that support. NGB and USARC then provide an open allotment fund site for the orders. In addition, NGB, OCAR and HQ, USARC will negotiate summary level agreement concerning overall reimbursement between NGPA and RPA. In the year of execution, a Military Interdepartmental Purchase Requests (MIPR) will be exchanged between NGB and HQ, USARC to effect the reimbursement. Lower echelons will not be required to process reimbursements, but will receive adjustments to their direct funding based on support agreements. Direct any questions concerning reimbursement among the military pay appropriations to resource management channels.

(d) Operations and Maintenance, Army; Operations and Maintenance, Army Reserve (OMAR); and Operations and Maintenance, National Guard (OMNG) funds may be used to pay the travel and per diem costs of borrowed instructors or other personnel, regardless of component.

(2) Equipment support.

(a) See AR 700-131 which governs short-term loan of equipment.

(b) See DoD Directive 1225.6 which governs long-term loan of equipment.

(c) The borrower will pay all costs associated with the use of borrowed equipment. Costs include preparation for issue and turn-in, transportation to and from the lender, OPTEMPO, and repairs (to include parts and manpower). Return borrowed equipment to the lender in the same condition it was received. The borrower will transfer funds to the lender to make repairs, if the borrower does not have repair capability.

(d) Borrowed equipment will pass a technical inspection (TI) at the organizational level, prior to shipment, both to and from the borrower. The condition of borrowed and returned equipment must normally meet -10/20 standards. However, TASS organizations may agree to terms and conditions different from -10/20 standards, when it is beneficial for a school to use equipment for training purposes that does not meet the standards. Conduct a joint TI with

representatives from both the borrowing and lending units present. If a joint TI is not possible, the borrower and lender will sign a memorandum of acceptance before shipping the equipment.

(3) Facilities.

(a) The component with the school mission is responsible for providing the facilities necessary to conduct training, without reimbursement.

(b) When a school wishes to conduct a course at facilities owned by another component, it will reimburse, via DD Form 448 (MIPR), the supporting installation or facility.

(c) The components are not responsible for providing facilities and services, without reimbursement, for "walk-on" students in excess of the maximum class size shown in ATRRS. "Walk-on" students in excess of the maximum class size may be transferred to another class or returned to their units of assignment, if another class is not available. The components may agree to provide the resources necessary to accommodate "walk-on" students.

(4) Billeting. Installation commanders will make every effort to billet students on post as required. Installation commanders will not require students who are not in a TDY status to maintain course-related bachelor officer quarters/bachelor enlisted quarters for which the student must pay.

(a) Courses currently conducted with billeting provided at no cost to the students, will continue as such.

(b) Billeting will be provided to students from all components on an equal basis, regardless of training status (including AT, ADT, TDY or TDY and return).

(c) Provide students with a statement of non-availability when government quarters are not available. Students will be reimbursed through normal per diem claim procedures.

(d) Funding for contract facilities, such as dormitories on a civilian education campus, will be provided to the TASS Training Commands for courses that cannot be conducted any other way.

(5) Meals.

(a) Schools will provide government meals to students where possible. The operating costs of providing meals will be borne by the school.

(b) Furnish meals at government expense to entitled personnel, regardless of the individual's component. In no case will a student from one component be required to pay a different amount than a student from another component in the same or like training status.

(c) Provide a statement of nonavailability to students who are charged for meals. Students will be reimbursed for charged meals through normal per diem claim procedures. Do

not issue students from one Army component nonavailability statements for the same training course in which government meals are made available to students from another component.

Section II Student Administration

3-20. Selection. AR 350-1, AR 140-158, and NGR 600-200 address the selection process and criteria for resident education and training courses. DA Pam 351-4 and ATRRS address requirements and prerequisites for courses.

3-21. Orders. Students will not travel or report for institutional training (IDT, ADT, or AT) without proper orders. For IDT and At/Near home station courses, the ATRRS Automated Training Application System (AATAS) application will serve as the order. Commanders will ensure Soldiers receive orders a minimum of 30 days prior to their report date. Soldiers upgraded from wait status to reservation status on ATRRS will receive their orders at the earliest possible time.

3-22. Student Orientation. All TASS training commanders will post their student orientation information under their respective school codes on the school header screen in ATRRS. Information will be current at all times. Units and students may access the student orientation material on the ATRRS homepage, https://atrrs.army.mil. If ATRRS access is not available, mail student information to the student's unit no later than (NLT) 45 days prior to the course start date. Additional copies will be available for students who did not receive their orientation information. Information will include-

     a. Course scope and prerequisites,

     b. Billeting, meals, financial, and support information,

     c. Clothing, equipment, documents, other items required for course attendance, and a listing of prohibited items, and

     d. Post and local community information including appropriate telephone numbers.

3-23. Physical fitness/weight control.

     a. See AR 600-9 and AR 350-1 which defines body composition and physical fitness standard training requirements.

     b. Initial Entry Soldiers (Soldiers without an MOS) and Soldiers attending MOS-T as part of AIT, with IET Soldiers, will follow the guidance contained in AR 350-6.

     c. AA and AGR Soldiers with a permanent designator of P3 (one or more medical conditions that require significant limitation of military duty) or P4 (one or more medical condition of such severity as to drastically limit military duty) in their physical profile, must include a copy of the complete results of their MOS Medical Retention Board (MMRB) (includes DA Form 3349) when reporting for school IAW AR 350-1.

d. TPU (Battle Assembly)/traditional Soldiers with a permanent designator of P3 or P4 in their physical profile, as a minimum, must include a copy of the DA Form 3349 (MMRB results are pending) or the completed MMRB, if accomplished. DA Forms 3349 must include Army doctor approved alternative aerobic event for the APFT. Soldiers who have been awarded medical limitations by a MMRB or similar medical authority (IAW AR 40-501, chap 9), and allowed to retain their occupational classification will be eligible to attend appropriate courses and train within the limits of their profile, provided they can meet all course graduation requirements.

3-24. Enrollment and Attachment.

a. TRADOC Form 350-18-2-R-E, TASS unit pre-execution checklist (PEC), is a pre-enrollment requirement for all TASS courses/institutions except Officer Candidate School (OCS), CAX, ILE, the resident Sergeant Major Course (SMC). TRADOC Form 350-18-2-R-E is not required upon implementation of the automated PEC (see note below). Use the PEC to verify routine prerequisites such as line scores, Physical capacity/stamina, Upper extremities, Lower extremities, Hearing/ears, Eyes, Psychiatric (PULHES); and prerequisite training. The unit commander can further certify the completion of prerequisite testing/evaluation such as a typing test. Documentary evidence of security clearance, physical profile and other non-routine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the PEC or the automated PEC will suffice as certification that the Soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed in DA Pam 351-4, and the ATRRS prerequisite screen. Instructions for completing TRADOC Form 350-18-2-R-E (app C) and TRADOC Form 350-18-2-R-E are found at the back of this regulation and is also available on the TRADOC Homepage at http://www.tradoc.army.mil/tpubs/TRADOCForms/TRADOCForms.htm

NOTE: Effective 1 October 2007, the automated PEC will take effect. Soldiers with reservations made prior to that date are required to have the paper PEC. Soldiers whose reservations were made after that date are only required to report with documentary evidence of physical profile and other non-routine prerequisites not contained in TAPDB.

b. The Soldier's unit commander will ensure all Soldiers, including walk-ons enrolled in institutional training, meet course prerequisites. Soldiers reporting for training must have in their possession a completed and properly signed TRADOC Form 350-18-2-R-E. This form is not required upon implementation and use of the automated PEC (see note above). The purpose of the PEC is to assist the unit in preparing Soldiers for school attendance (Part I), while providing one single document, with appropriate attachments, for the training institutions (Parts II and III). The unit commander or the commander's designated signature authority (must be in writing and accompany the PEC) will verify and sign the checklist. Soldiers reporting for training without a completed pre-execution checklist, signed by the Soldier and unit commander, have 72 hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses have until Saturday of the second multiple unit training assembly (MUTA)-4. Failure to provide in the established time will result in the Soldier returning to their unit. Students requiring waivers will arrive with the approved waiver in-hand.

c. Prior to the student's arrival for training, process training waivers through the unit chain of command to the proponent for final approval. Commander, HRC St. Louis will ensure IMA/IRR students are eligible to attend the identified course.

d. When a commander releases a student to attend TASS battalion classes, the student will be required to attend all scheduled training. Commanders, at all levels, will ensure that students meet all course prerequisites and are not removed from training for other duties.

e. Students will be attached, for training only, to the TASS training battalion during IDT/AT. Enrollment for TPU/man-day Soldiers is accomplished by the submission of the AATAS through command channels.

f. Commanders will forward AATAS enrollment applications to the appropriate quota manager for Soldiers who desire to attend TASS training battalion classes during IDT/AT.

g. Army officers serving in an active status, to include ADT for 179 days or more, may attend TASS training battalion phases of ILE in a TDY status.

(1) AA officers should apply for attendance using DA Form 4187 through normal AA channels to the appropriate quota issuing authority (NGB or USARC). Issue the quota to the approving command responsible for orders. The installation assigned logistical support for the area is responsible for funding. Funds are allocated from P81 (8127861) account.

(2) USAR AGR officers will submit requests for quotas on DA Form 4187 to USARC (AFRC-OPT-I). USARC will forward requests to Commander, HRC St. Louis (ARPC-OPM-PD), 1 Reserve Way, St. Louis, MO 63132-5200, who will issue quotas and provide fund sites to the MUSARC for publication of orders.

(3) All IRR/IMA Soldier requests for ADT phases of TASS training battalion courses and TPU officer requests for AT/ADT phases of CAX and ILE will be forwarded to Commander, HRC, St. Louis (ARPC-OPM-PD), 1 Reserve Way, St. Louis, MO 63132-5200.

(4) For IRR officers enrolling in ILE, TASS ILE battalions will assist applicants in initiating DA Form 4651-R, IAW AR 140-10. After the officer completes the form, the TASS ILE Battalion will sign and mail the form to Commander, HRC, St. Louis (ARPC-OPM-O), 1 Reserve Way, St. Louis, MO 63132-5200.

(5) Distributive Learning (dL) (or correspondence course) students who are academically eligible and meet course prerequisites may apply through appropriate channels to attend TASS AT/ADT phases of ILE.

(6) Enlisted Soldiers serving on active status may attend TASS Training BN courses, provided the course meets requirements listed in AR 350-1.

3-25. Procedures for Transfer Between Schools. Students meeting enrollment prerequisites may transfer from one TASS training battalion to another. They will be accepted at any time to

complete the remaining phase(s)/module(s) of a course, provided they submit evidence of satisfactory participation for the phase(s)/module(s) completed. Losing TASS training battalion commander will forward the student's AATAS application to the gaining TASS training battalion commander. The losing TASS training battalion will retain a copy of enrollment application for a period of 3 years IAW AR 25-400-2. The losing battalion will forward academic evaluation report (AER) to the gaining battalion.

3-26. Academic Retest.

a. TASS battalion commanders will ensure students are tested and retested IAW the student evaluation plan for the course being presented.

b. Soldiers who pass a retest are awarded the minimum passing score for grade averaging and class standing purposes. However, retest scores will also be recorded in students' records to establish final proficiency level attained.

3-27. Student Academic Records.

a. The TASS battalion commander is responsible for ensuring all student input/output data is posted to ATRRS IAW AR 350-10.

b. The TASS battalion will maintain individual records for each student throughout the enrollment period and for 12 months following completion of the course. Student records must contain the following documents:

(1) The enrollment application (AATAS, ATRRS R2, or DA Form 4187),

(2) The attachment order, if prepared,

(3) A copy of the pre-execution checklist with appropriate signatures,

(4) All student leadership evaluations,

(5) All test scores,

(6) All counseling, to include initial, performance, leadership, end of course evaluations, and individual developmental action plans,

(7) Copy of course completion, DA Form 1059 and DA Form 5286, as applicable,

(8) Any other correspondence referencing the Soldier, such as a drop packet,

(9) DA Form 705 (maintained for professional development courses and selected functional courses), and

(10) DA Form 3349 with MMRB results, if applicable.

c. After the 12-month record retention period, remove DA Forms 1059 and 5286 from the individual records and keep on file IAW AR 25-400-2. Destroy supporting documentation.

d. The TASS battalion will prepare a certificate of training for each student (except AMEDDCS/OCS courses) upon successful completion of all phase requirements. The certificate of training will include the student's name, course title and phase, completion date, and total course hours.

e. Maintain records for disenrolled students for 2 years IAW AR 25-400-2 and TR 350-10.

3-28. Student Evaluations. Instructors/facilitators will measure student performance IAW TR 350-70, chap VI-7, and training development (TD) (task) proponent-provided student evaluation plans and tests.

a. Instructors will conduct developmental counseling IAW FM 22-100.

b. Designated instructors will consolidate and analyze each student's performance evaluations near the end of the course and at intervals appropriate to course length as determined by the commander. Evaluators will provide students documented feedback at completion of each evaluation or test. Course managers/senior instructors or other school personnel knowledgeable on course requirements will counsel students on consequences for failure on evaluations IAW course management and student evaluation plans. Evaluators will use results to determine ratings for AER and course academic records and reports.

3-29. Academic Evaluation Report. TASS training institutions (except OCS) will prepare a DA Form 1059, IAW AR 623-3, for each student upon successful completion or dismissal from the course or phase (as listed below).

a. Reclassification (MOS-T), Officer Education System Courses, WLC, FSC, Battle Staff Noncommissioned Officers Course (BSNCOC) and courses that result in award of ASI/SQI, will receive DA Form 1059 upon course completion or dismissal. Generate a DA Form 1059 for the final phase of a NCOES course, regardless of delivery method.

b. BNCOC and ANCOC will receive DA Form 1059 upon completion or dismissal from Stand Alone Common Core (SACC) Phase 1 and each resident training phase including VTT delivery.

3-30. Student Recognition.

a. Commanders/commandants will present a training proponent diploma (except CAX and ILE) to students who meet course completion criteria established by the student evaluation plan for a TATS course.

b. Certificates and diplomas will contain-

(1) Complete course title and course identification number to all students on successful completion of courses listed in ATRRS.

(2) Student's full name, grade, course or phase, and beginning and completion dates of the course and hours.

c. Commanders/commandants may issue locally produced certificates to students who successfully complete shorter courses. They may also issue certificates for constructive, equivalent, or operational credit when proficiency has been verified by prescribed evaluations.

d. Enter course completion in appropriate personnel records IAW AR 600-8-104 and NGR 600-8-104.

3-31. Notice of academic removal, denied enrollment, or withdrawal. Follow guidance IAW AR 350-1.

3-32. Student Dismissal/Appeal Process.

a. See AR 350-1 and AR 623-3 which outline procedures for student dismissal.

b. In addition to AR 350-1, the training institution student appeal process is-

(1) The training supervisor will advise the student that an appeal must be submitted within 2 training days following receipt of written notification of the dismissal action. Students must submit appeals to the school commandant or commander.

(2) The student will acknowledge, by endorsement, receipt of the written notification of dismissal action. The endorsement must indicate the student's intent to appeal the dismissal action.

(a) Appeals will be forwarded to the commander or school commandant who will refer the proposed action and the appeal to an unbiased/neutral party (Command Sergeant Major for NCOES or Colonel for all other training courses) to determine sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commanders and commandants will make their final decision on dismissals along with the unbiased/neutral party's recommendation.

(b) Traditional (battle assembly/drilling guardsmen) students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals, provided there are at least 3 training days remaining for the course/phase.

(c) Traditional students who elect to appeal and have less than 3 training days left will return to their units for disposition, if unable to resolve given time constraint. If the disposition is favorable, they may return to the next available class at the point of their dismissal to the same

school or transfer to another school IAW paragraph 3-25 above to complete remaining graduation requirements. Commandants and commanders will provide the complete student academic record to the school conducting training, while maintaining a copy in their files IAW paragraph 3-27.

3-33. Recycle Policy.

a. Academic recycles. After coordination with HRC, HRC St. Louis, NGB, OCAR, USARC, and/or individual's unit, commandants may recycle a student once to a follow-on class, if available. Academic recycle should be limited to extraordinary circumstances when a student shows significant potential and Army needs dictate.

b. Medical or emergency recycles. Commandants may recycle students who (through illness, injury, emergency leave, or other unavoidable training absence) miss a significant portion of training following coordination with HRC, ARHRC, NGB, OCAR, USARC, and/or individual's unit.

c. See TR 350-10 for Leader Training and Education guidelines.

3-34. Credit for course completion requirements. Requirements for successful completion-

a. Meet training completion requirements specified in the Student Evaluation Plan/CMP.

b. For ILE and CAX, receive a satisfactory grade on all TASS training battalion tests, as specified in the Student Evaluation Plan. Also, see guidance published by Commandant, ILE.

c. For AMEDDCS courses, the TASS training institution must report modules successfully completed to AHS (MCCS-HSN) for preparation of course diplomas.

3-35. Constructive/Equivalent/Equal/Operational Credit.

a. Personnel requiring constructive, equivalent, or operational credit to meet enrollment requirements in TASS training battalion courses will submit requests through command channels and the commander of the proponent service school for the course the Soldier desires to enter to HQDA. Address USAR requests to HQDA, Office of the Chief, Army Reserve (DAAR-OP-IT), 2400 Army Pentagon, Washington, D.C. 20310-2400. Address ARNG requests to Chief, National Guard Bureau (NGB-ART-I), 111 South George Mason Drive, Arlington, VA 22204-1382. Submit requests at least 90 days prior to class start date and include justification/rationale, supporting documentation, and recommendations for approval or disapproval by the appropriate commanders and training proponent commandants.

b. Soldiers receive the same credit for successful completion of training conducted at a TASS training battalion or at training proponent when they meet the conditions in paragraphs 1, 2, and 3 below. Completion documentation information/data made on a graduate's records will not differentiate between modes of course completion. The following conditions must be in place to ensure standards of training-

(1) Conduct individual education/training in the training proponent or proponent accredited TASS training battalion or MFTU.

(2) Each proponent certifies instructors to teach their course.

(3) Use TATS courseware.

c. See AR 350-1 and applicable TRADOC policy for Operational Credit.

Section III TASS Training Courses

3-36. Introduction. To accomplish quality individual education/training to standard for Soldiers, each TASS training battalion must adhere to the standards and requirements of the training proponent for each course. The following paragraphs outline proponency for courses taught by TASS institutions and references governing conduct of training in those courses.

3-37. Noncommissied Officer Education System (NCOES) Courses. NCOES course requirements, instructor qualifications, student prerequisites, and completion standards are found on ATRRS, in the CMP, and in the course POI. Reference TR 350-10, chap 5. AR 350-1 and TR 350-10 address requirements for the NCOA training environment.

3-38. Officer Education System (OES) Courses.

a. USAC&GS is proponent for OES. ATRRS and TR 350-10 address most course requirements, instructor qualifications, student prerequisites, and completion standards.

b. All officers are required to attend resident BOLC training.

3-39. Warrant Officer Education System (WOES) Courses.

a. The proponent for Warrant Officer Candidate School, Warrant Officer Staff Course, and Warrant Officer Senior Staff Course is the Warrant Officer Career Center, Fort Rucker, AL. ATRRS and TR 350-10 address course requirements, instructor qualifications, student prerequisites, and completion standards.

b. Warrant Officer Basic Course and Warrant Officer Advance Course proponents are the Military Occupation Specialty Schools. ATRRS addresses course requirements, instructor qualifications, student prerequisites, and completion standards.

3-40. Functional Training. TASS training institutions may conduct training for functional courses with the approval of the training proponent.

3-41. Reclassification Course Proponents. TR 350-70 outlines appropriate training proponents, course requirements, instructor qualifications/certifications, student prerequisites, and course completion requirements for MOS-T courses.

3-42. Foreign Language Training.

a. The Army proponent for foreign language training is the Deputy Chief of Staff for Intelligence and HQDA. Proponents for language-required MOSs are the U.S. Army Intelligence Center and Fort Huachuca (USAICFH) and USAJFKSWCS.

b. Per DoD Directive 5160.41, the Commandant, Defense Language Institute Foreign Language Center exercises technical control over the Defense Foreign Language Program, which consists of foreign language programs or courses conducted directly by, or under contract, for the DoD components for the training of DoD or DoD-sponsored personnel.

c. Per DoD Directive 5160.41, technical control includes criteria, standards, and procedures for screening applicants, testing, texts and training aids, determining attainment of required proficiency, and instructor qualifications.

d. Specific requirements for non-resident foreign language refresher training are also contained in AR 350-20, which defines non-resident, foreign language training as any foreign language training program or course of instruction operated by service/agency installations and AA or RC commanders.

e. Among TASS battalions, military intelligence battalions of the TASS combat support BDEs normally conduct foreign language training.

**Chapter 4
Training**

Section I General

4-1. General. The TASS training year (TY) is from 1 October through 30 September.

4-2. Training Programs. TASS battalions will prepare and maintain yearly training plans/programs and training calendars as prescribed in FM 7.0, FM 7.1, and FORSCOM/ARNG Regulation 350-2.

4-3. Establishment and Continuance of Courses of Instruction.

a. The course proponent establishes minimum, maximum, and optimum classroom/group size on appropriate TRAS document (CAD/POI). Minimum classroom/group size can be adjusted by the organization conducting the course, except when the minimum is based on a specific limiting factor (for example safety, crew size, SGI, etc.). Obtain waivers for restricted

minimum class size from the training proponent. Exceeding the maximum classroom/group size also requires a wavier from the course proponent.

b. Officer students enrolling in professional development instruction for the IDT period must meet prerequisites for enrollment by 1 October of that TY.

c. Enlisted IDT classes will begin so phases will be completed prior to AT.

4-4. Instructor Qualifications.

a. Every TASS training battalion instructor must meet the qualification standards established in AR 350-1, AR 614-200, TR 350-70, TR 350-10, and the proponent school instructor certification program. Commanders will ensure no instructor assumes primary instructor duties unless certified by the proponent.

b. All TASS instructors will meet body composition standards IAW AR 600-9.

c. All TASS instructors will meet APFT standards outlined in AR 350-1, FM 21-20, and component-specific requirements. Any medical profile that restricts an instructor from performing duties in a course will be identified. The instructor will not instruct that course without a waiver from the proponent school.

d. All TASS commanders/commandants will ensure-

(1) Documentary evidence of instructor qualification/certification is maintained in the instructor folder.

(2) Each training site maintains a class visitor folder that includes a copy of those items listed in paragraph 4-5 below.

4-5. Visitor Folders. Every class instructor will have at least one visitor folder at a table or desk in the rear of the classroom or field training area. These folders will include, as a minimum-

a. Visitor sign-in log,

b. Class roster (ATRRS R2 report minus SSNs),

c. The current training schedule,

d. The course POI/CMP and current lesson plan,

e. Instructor credentials, to include:

(1) Copy of the instructor's proponent certification or a copy of the memorandum to the proponent requesting certification, and

(2) Appropriate operator's permit, as necessary.

f. Critique sheets for class visitors, and

g. Daily risk assessment worksheet, as necessary. If conducting classroom instruction where the conditions do not change, the risk assessment in the TSP will suffice.

4-6. Instructor Folders. Maintain instructor folders by each TASS battalion and school code. Instructors directed to other TASS battalions/schools/remote training sites will report with a copy of their instructor certification. Instructor folders will be current and contain-

a. Instructor's proponent certification.

b. Instructor training certificate(s) (or DA Form(s) 1059) for ITC, SGI, Video Teletraining Instructor Training Course, as appropriate.

c. Copy of orders or request for orders assigning ASI 5K or SQI 8, as appropriate.

d. Copy of certificates for any civilian training related to the course being taught.

e. Documentary evidence of graduation from the course to be taught, meeting the same MOS or civilian equivalent training, as appropriate.

f. Documentary evidence of appropriate training/experience for the level of the course being taught, as specified by the TD/task proponent.

g. Valid DA Form 705, when applicable.

h. Copies of instructor evaluations from the previous 12 months.

i. Appropriate operator's permit.

j. Appropriate security clearance, when applicable.

Section II   Annual Training/Active Duty for Training (AT/ADT)

4-7. Requirements for AT/ADT.

a. The AT schedule on ATRRS identifies specific training dates for students, and the host TASS training battalion chain of command determines the number of days required for staff and faculty. When mission requirements dictate TASS training battalion staff and/or faculty require additional days to perform the AT mission, an exception to policy may be requested. AR 140-1, paragraph 3-16c, and NGR 350-1, paragraph 2-2, contain procedures for requesting additional authorizations. Requests will be forwarded to Chief, NGB (NGB-ART-I), 111 South George Mason Drive, Arlington, VA 22204-1382, or Commander, USARC (AFRC-OPT), 4101 Deshler Street, Fort McPherson, GA 30330-2000, to arrive NLT 45 days prior to the start of AT.

b. Physical fitness standards. All students and faculty will comply with standards listed in AR 600-9, AR 350-1, DA Pam 611-21 and applicable DA Policy.

c. Each TAG and TASS Training Command will-

(1) Direct AT/ADT missions for TASS training battalion staff and faculty within resources. Staff and faculty not required for AT tours may perform home station training, or fragmented AT/ADT (not to exceed 14 days) or be excused from AT. Excusal or deferral from AT will be IAW AR 140-1 or NGR 350-1.

(2) Direct AT assignments of TASS training battalion instructors to support the AT/ADT phases NLT 120 days before the AT/ADT period, and ensure all instructors are qualified and certified to teach their assigned courses.

4-8. AT/ADT Guidelines.

a. The AT/ADT period of the TASS training battalion will consist of all academic instruction, including examinations specified by the proponent. Schedule more than one annual session when student population dictates.

b. Instruction will begin promptly after completion of class organization and processing.

c. Complete outprocessing for the TASS training battalion staff, second increment faculty, and students in time for individuals to return to their homes (plus allowable travel time) by the end of the AT/ADT period. In many cases it will be essential that appropriate TASS training battalion staff be placed on tour for 15-17 days.

d. Agencies issuing orders will ensure all personnel have 10 copies of their orders in their possession at least 30 days before leaving for AT/ADT/TDY. Exceptions are Soldiers upgraded from wait status to reservation status in ATRRS. For those Soldiers, issue orders at the earliest possible time. Orders will include the reporting date and the earliest and latest times for reporting. TASS training battalions conducting AT/ADT will not modify the orders of the issuing headquarters except to correct names or social security numbers (SSNs). Verify report date and time with ATRRS prior to issuing orders.

e. To facilitate planning and maintain the highest quality of instruction, TASS training battalion commanders, or their designated representatives, are authorized direct communication with instructors from other TASS training battalions that have been designated to support their battalion. The host TASS battalion should determine AT/ADT instructor reporting dates. Prior to requesting/issuing instructor assignment orders, the instructor's unit of assignment should confirm the instructor dates with the host TASS battalion.

f. All IDT instructors of TASS training battalions will be required to support their functionally aligned battalion during AT/ADT when mission demands.

4-9. Site Selection.

a. TAG/Training Commands will-

(1) Select training sites to ensure required facilities, equipment, and support for each specific course are available to meet course standards. Civilian educational institutions may be used when suitable military facilities are not available. Contracts for such facilities will be on a competitive bid basis per regulations.

(2) Attend CONUSA site/date conference.

(3) Coordinate directly with-

(a) Training site commanders.

(b) Proponent commandants.

(c) Responsible DA staff agencies.

(d) Civilian institutions.

(e) Installation commander when leasing specific facilities from a civilian institution.

b. Each TAG/training command will appoint a site representative at contract or consolidated training locations where AT/ADT phases are conducted. This individual is the direct representative of the TAG/training command and will provide the required support for their ARNG/USAR TASS training battalion during AT/ADT. As a minimum, the representative's duties are to-

(1) Arrive at the site in time to complete inventories and prepare materials for issue.

(2) Report shipping shortages/overages to the appropriate distributor immediately upon receipt.

(3) Issue each school the products needed to support AT/ADT.

(4) Set up controls for issuing and returning accountable training products.

(5) Set up controls for properly safeguarding tests and returning instructional aids.

(6) Serve as the POC with FORSCOM, TRADOC, MEDCOM, USASOC, CONUSA, NGB, USARC, proponents, and TASS training battalions conducting AT/ADT.

(7) Ensure the site is properly closed; return materials, as required, to appropriate agencies; inventory and store material at the site; and notify the appropriate agencies and the responsible control headquarters of quantities on hand and storage location.

c. Host installation commanders will-

(1) Program and provide required installation support.

(2) Plan and provide equipment support for formal TASS training battalion training programs based on pre-camp requirements.

(3) Host pre-camp conferences as early as possible, preferably in the first quarter of the TY, and inform FORSCOM (AFOP-OT) and TRADOC (ATOM-O) of training equipment and support requirements.

Section III   Mobilization Training

4-10. Mobilization Training Strategy.

a. As part of the Army mobilization strategy, branch proponents will identify and develop courses required to fill and sustain Army forces worldwide in a deployed unit environment IAW TR 350-70. The mobilization training strategy establishes training courses conducted at U.S. Army Training Centers and service schools during mobilization. Training base graduates, during mobilization, are trained to a higher level than in peacetime training and must have the capability to-

(1) Immediately deploy to a combat zone (without additional training in a unit).

(2) Survive and effectively perform all duties in a unit environment under combat conditions.

b. Conduct of training during mobilization. Annex T (Training) to TRADOC Mobilization Operations Planning and Execution System provides detailed guidance for the conduct of individual training during mobilization.

Appendix A
References

Section I
Required Publications

AR 1-201
Army Inspection Policy

AR 5-13
Training Ammunition Management

AR 25-30
The Army Publishing Program

AR 25-400-2
The Army Records Information Management System (ARIMS)

AR 40-501
Standards of Medical Fitness

AR 140-1
Mission, Organization, and Training

AR 140-10
Assignments, Attachments, Details, and Transfers

AR 140-158
Enlisted Personnel Classification, Promotion, and Reduction

AR 350-1
Army Training and Leader Development

AR 380-5
Department of the Army Information Security Program

AR 350-20
Management of the Defense Foreign Language Program

AR 600-8-104
Military Personnel Information Management/Records

AR 600-9
The Army Weight Control Program

AR 600-20
Army Command Policy

AR 614-200
Enlisted Assignments and Utilization Management

AR 623-3
Evaluation Reporting System

AR 700-131
Loan, Lease, and Donation of Army Materiel

DA Pam 25-33
User's Guide for Army Publications and Forms

DA Pam 350-9
Index and Description of Army Training Devices

DA Pam 350-100
Extension Training Materials Consolidated MOS Catalog

DA Pam 351-4
U.S. Army Formal Schools Catalog

DA Pam 611-21
Military Occupational Classification and Structure

FM 1-02
Operational Terms and Graphics

FM 7.0
Training the Force

FM 7.1
Battle Focused Training

FM 21-20
Physical Fitness Training

FM 22-100
Army Leadership

FM 100-14
Risk Management

FORSCOM/ARNG/USAR Regulation 350-2
Reserve Component Training

NGR 350-1
Army National Guard Training

NGR 600-8-104
Military Personnel Information Management/Records

NGR 600-200
Enlisted Personnel Management

TRADOC Reg 350-8
Ammunition

TRADOC Pam 350-9
TRADOC Training Devices for Armywide Use

TRADOC Reg 350-10
Institutional Leader Training and Education

TRADOC Reg 350-70
Systems Approach to Training Management, Processes, and Products

Section II
Related Publications

AR 15-6
Procedures for Investigating Officers and Boards of Officers

AR 25-52
Authorized Abbreviations, Brevity Codes, and Acronyms

AR 34-4
Army Standardization Policy

AR 135-200
Active Duty for Missions, Projects, and Training for Reserve Component Soldiers

AR 210-50
Housing Management

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 335-15
Management Information Control System

AR 350-28
Army Exercises

AR 385-10
The Army Safety Program

AR 600-3
The Army Personnel Proponent System

AR 611-5
Army Personnel Selection and Classification Testing

AR 611-6
Army Linguist Management

AR 612-201
Initial Entry/Prior Service Trainee Support (RCS MILPC-17 (R1))

AR 670-1
Wear and Appearance of Army Uniforms and Insignia

DA Pam 600-3
Commissioned Officer Professional Development and Career Management

DODD 1225.06
Equipping the Reserve Forces

DODD 5160.41E
Defense Language Program (DLP)

DODI 1322.20
Development and Management of Interactive Courseware (ICW) for Military Training

FORSCOM Reg 350-21
Visits to FORSCOM Active and Reserve Component Installations, Centers, and Units

NGR 600-100
Commissioned Officers—Federal Recognition and Related Personnel Actions

NGR 600-101
Warrant Officer—Federal Recognition and Related Personnel Actions

Public Law 102-190
National Defense Authorization Act for Fiscal Years 1992 and 1993, Title V, secs 414 (commonly called "Title VII") and 521; as amended by Public Law 102-484, National Defense Authorization Act for Fiscal Year 1993, Sections 511 and 1132; as further amended by Public Law 103-160, National Defense Authorization Act for Fiscal Year 1994, Section 517.

Public Law 103-160
National Defense Act for Fiscal Year 1994, Sections 515 and 521 (amending chap 307 of title 10, United States Code).

Public Law 190-484
National Defense Authorization Act for Fiscal Year 1993, Title XI, Sections 1101-1137, known as the "Army National Guard Combat Readiness Reform Act of 1992" (commonly called "Title XI"); as amended by Public Law 103-160, National Defense Authorization Act for Fiscal Year 1994, Section 520.

Title 18, United States Code, Section 1385
Use of Army and Air Force as posse comitatus

TRADOC Reg 140-3
USAR Division (Institutional Training) Training Management and Policies

TRADOC Mobilization and Operations Planning and Execution System 1-93 (TMOPES 1-97), Annex T (Training)

TRADOC Reg 350-6
Enlisted Initial Entry Training (IET) Policies and Administration

TRADOC Reg 350-16
Drill Sergeant Program (DSP)

TRADOC Pam 350-70-8
Total Army School System (TASS) Training Requirements Analysis System (TRAS)

Section III
Prescribed Forms

TRADOC Form 270-R-E
Institutional Attendance Register
(para 3-14b)

TRADOC Form 350-18-1-R-E
TATS/RC3 Exportable Instructional Material Request Form
(paras 3-11b(3)(b), 3-11c, 3-11e(3)(e), 3-11g(1), and 3-11g(4))

TRADOC Form 350-18-2-R-E
The Army School System (TASS) Unit Pre-Execution Checklist
(paras 3-24a and 3-24b)

Section IV
Referenced Forms

DA Form 31
Request and Authority for Leave

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1059
Service School Academic Evaluation Report

DA Form 1687
Notice of Delegation of Authority – Receipt for Supplies

DA Form 2028
Recommended Changes to Publications and Blank Forms

DA Form 3349
Physical Profile

DA Form 4187
Personnel Action

DA Form 4651
Request for Reserve Component Assignment or Attachment

DA Form 5286
Individual Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT)

DD Form 448
Military Interdepartmental Purchase Request

Appendix B
Instructions for TRADOC Form 350-18-1-R-E

Completion Instructions for TRADOC Form 350-18-1-R-E, TATS/RC3 Exportable Instructional Material Request FormS/RC3 Exportable Instructional Material Request Form.

Page__ of__ pages
If additional pages are required, use the reverse side of the form first, then additional forms. Number all pages consecutively.

Type of request - Check the blocks indicating the type of request.

Training Cycle - Check the block indicating what type training material (IDT/AT) is needed. Fill out separate forms for IDT, AT, and test material. Do not combine IDT, AT, and test requirements on a single requisition.

From - Provide complete mailing address for the requesting school code. Address provided must be capable of receiving mail or freight delivery during duty hours.

To - Commander U.S. Army Training Support Center (ATIC-TSMD-T), Fort Eustis, VA 23604-5168.

   a. Course or MOS - List specific course name or MOS title, to include "Common Core," "Branch," or "MOS- specific," as appropriate.

   b. Phase or MOS - List the specific alphanumeric MOSC skill level and phase.

   c. Branch - Not applicable; leave blank.

   d. Tng Pkg - Instr - Enter the number of instructor sets needed to conduct the training. For courses taught previously, order only to replace material due to fair-wear-and-tear or for an expanded number of instructors/classes.

   e. Tng Pkg - Student - Enter the number of student sets needed to conduct the training.

   f. Training Dates - List the training start date. This is a mandatory entry. "TAB" will be processed last.

   g. Ship to - Enter the home station address of the school code scheduled to conduct training. All instructor sets will be sent to the home station address. If different from home station, also enter the address where student material is to be shipped. All addresses provided must be capable of receiving mail or freight deliveries during normal duty hours and must include POC, telephone number, UIC, DODAAC, and other specific information as needed to ensure delivery. Post office boxes are not acceptable addresses.

Prepared by - Print or type the name, grade, and title of the person authorized to requisition material, to include telephone number and date.

Signature - Enter the signature of the person authorized to requisition material and the date signed. If different from the person in block 9, print or type the name and grade of the person signing. The person actually signing MUST be listed on DA Form 1687.

NOTES:

1. TATS/RC3 configured courseware requisitions must be submitted to reach ATSC prior to the close of the proper requisitioning window.

2. Out-of-cycle requisitions must be sent through TAG/TASS Training Commands (TASS)(Leader Readiness) using TRADOC Form 350-18-1-R-E.

3. Copy-furnish appropriate headquarters.

Appendix C
Instructions for TRADOC Form 350-18-2-R-E

C-1. TRADOC Form 350-18-2-R-E, TASS unit Pre-execution Checklist (PEC), is a pre-enrollment requirement for all TASS courses/institutions except OCS, CAX, ILE, and the resident sergeant major (SGM) course. The PEC or automated PEC will be used to verify routine prerequisites such as line scores, PULHES, and prerequisite training. The unit commander can further certify the completion of prerequisite testing/evaluation, for example, a typing test. Documentary evidence of security clearance, physical profile, and other non-routine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the PEC will suffice as certification that the Soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed in DA Pam 351-4 and the ATRRS prerequisite screen.

C-2. The unit commander will ensure all Soldiers, including walk-ons, enrolled in institutional training meet course prerequisites. Soldiers reporting for training must have in their possession a completed and properly signed TRADOC Form 350-18-2-R-E, PEC, or automated PEC with electronic signature. The purpose of the PEC is to assist the unit in preparing Soldiers for school attendance (Part I), while providing one single document, with appropriate attachments, for the training institutions (Parts II and III). This checklist will be verified and signed by the unit commander or the commander's designated signature authority (must be in writing and accompany the PEC). Soldiers reporting for training without a completed PEC, signed by the Soldier and unit commander will be given 72 hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will be given until Saturday of the second MUTA-4. After this time, Soldiers will be returned to their units. Students requiring medical waivers will arrive with the approved waiver in-hand. Medical waivers for training will be processed through the unit chain of command and by the proponent for final approval, prior to the student's arrival for training. Commander, AR-HRC will ensure IMA/IRR students are eligible to attend the identified course.

C-3. Army personnel must meet the prerequisites for the course stated in the Army Formal School Catalog (DA Pam 351-4 or at **https://perscomnd04.army.mil/MOSMARTBK.nsf/**) unless a waiver is obtained. In addition, Army personnel must also satisfy applicable provisions of AR 611 series, AR/NGR 350-1, ATRRS, and other pertinent Army policies and regulations.

C-4. Instructions for completing TRADOC Form 350-18-2-R-E.

Items 1 through 6, self explanatory.

Part I Unit Pre-execution

First line leader and Soldier initial blocks: First line leader and Soldier attending training must initial each line item no earlier than 90 days from course report date.

Unit POC List: Unit must complete all information.

Part II Routine Prerequisites

Minimum Aptitude Score (Armed Services Vocational Aptitude Battery (ASVAB)): Enter only those lines scores required for MOS-T (reclassification) courses IAW DA Pam 611-21 (or current published requirements) in each column (regulatory data and Soldier data).

- As stated in DA Pam 611-21, line scores are for initial MOS training (IET/OSUT) and are a guide for Soldiers reclassifying. The RC unit commander may base his decision for a Soldier attending reclassification training on performance or experience. Commanders must request justification for training to the proponent school and receive concurrence before the Soldier attends the course. The request and concurrence may be submitted either electronically or in writing. Training institutions will not routinely coordinate for line score waivers; however, they may receive proponent school concurrence, only if the TASS commander determines that time allows.

Meets color vision requirements: Enter only for MOS-T (reclassification) courses if the course requires a color vision requirement IAW DA Pam 611-21 in the regulation data column and Soldier's color vision as per SF 8808 or applicable color vision testing in the Soldier data column. If color vision testing was used, a copy must accompany the PEC (including wire test).

Physical demand rating/profile: Enter PULHES data per DA Pam 611-21 (or current published requirements at (https://perscomnd04.army.mil/MOSMARTBK.nsf/) for all courses/phases. If the Soldier has a P2 profile, the DA Form 3349 must accompany the PEC. If a Soldier has a P3 or P4 profile, MMRB and/or DA Form 3349 must accompany the PEC (IAW para 3-22c). DA Form 3349 must include Army doctor approved alternative aerobic event for the APFT.

Prerequisite phase/course attendance: Enter school code, date of completion, name of the course/phase completed from DA Form 1059 for previous required training only if applicable.

Military and civilian vehicle operator licenses: Enter Soldier's current military and civilian vehicle operator licenses when applicable for the course/phase attending IAW ATRRS SH screen. Enter expiration date for military license. Enter license number, state, and expiration date for civilian license. Licenses must be valid through course/phase end date. Soldier must have all licenses in their possession during course/phase attendance.

Part III Required Documents (must accompany Soldier to training if not listed in TAPDB for automated PEC)

Security Clearance: Enter yes, if required, for course; and attach copy of the **Joint Personnel Adjudication System (JPAS) Person Summary Screen reflecting current security clearance eligibility and appropriate access level.**

Permanent Profile: Attach copy of complete MMRB or DA Form 3349, if applicable.

All required waivers: List each required waiver and attach as applicable.

Other requirements: List each requirement, not previously listed above, required by the ATRRS SH screen and attach a copy of the document, if applicable (for example a copy of UMR to verify Soldier slotted in position requiring training for course/phase).

Other requirements of DA Pam 611-21: List each requirement of DA Pam 611-21 not previously listed and attach a copy of the document, if applicable.

Soldier attending training must sign and date.

Type commanding officer's name and date.

Commander or designated signature authority signs. **Note: If designated signature authority signs, attach a copy of the written designation memo.**

Appendix D
TASS Readiness System

D-1. General.

a. The TASS Readiness System was developed to provide the chain of command a snapshot on the current readiness (manning and training) of instructors in TASS schools. The system uses current TDAs and data from personnel databases (ITAPDB, TAPDB-G, TAPDBR) and ATRRS to determine personnel assigned to instructor positions and their current qualifications.

b. The TASS Readiness System is designated the system of record for instructor certification. Schools are required to ensure their personnel's data is complete and accurate as some certification requirements are not verifiable through current databases. Schools must also enter borrowed or contracted instructors manually.

D-2. Guidance. Organizations listed below will ensure the following functions are performed.

a. TRADOC RCTID will-

(1) Monitor the TASS Readiness System to ensure it is current and changes to TDAs and/or other database systems are incorporated or properly linked to the system.

(2) Support training requirements for ARNG and USAR users through an online tutorial.

(3) Control access to the system for TRADOC and for NGB and USARC designated senior POCs responsible for controlling ARNG and USAR user access.

b. Proponent schools will-

(1) Determine and publish instructor certification requirements.

(2) Determine TASS Readiness System access policy and procedures for your organization.

(3) Designate POC to maintain instructor data and control access for local users.

(4) Ensure personnel responsible for data entry are trained.

(5) Ensure instructor data is complete and current.

(6) Coordinate with TRADOC RCTID for recommended changes/additions to the system.

c. NGB and USARC will-

(1) Designate a senior POC to control access for respective users and to be the POC to TRADOC for coordination and/or issues that may arise.

(2) Ensure any TDA changes affecting TASS schools and instructors are provided to TRADOC RCTID prior to the effective date.

(3) Ensure personnel responsible for data entry are trained.

(4) Monitor compliance by subordinates to ensure accuracy and integrity of data.

(5) Coordinate with TRADOC RCTID for recommended changes/additions to the system.

d. TASS Battalion will-

(1) Ensure instructor data is complete and current.

(2) Complete the fields required to be maintained by the respective battalions.

(3) Manually enter all data for borrowed and contracted instructors.

(4) Ensure the instructor scheduling data is maintained for each course.

Note: To prevent proliferation of non-doctrinal terms/processes that create confusion in the TD and training environments, proponents, contractors, or government/private institutions/individuals working TD and training policy, processes, products, and procedures (to include, but not limited to TASS training strategy/initiatives/plans) will not incorporate terminology or processes that are not IAW this regulation and with training doctrine/training development doctrine unless approved by ODCSOPS&T.

Glossary

Section I
Abbreviations

AA	Active Army
AATAS	ATRRS Automated Training Application System
AdLP	Army distributed/distance learning Program
ADT	Active duty for training
AER	Academic Evaluation Report
AFMS	U.S. Army Force Management School
AGR	Active Guard and Reserve
AHS	Academy of Health Sciences
AIT	advanced individual training
AMC	Army Materiel Command
AMEDDCS	Army Medical Department Center and School
AMSC	Army Management Staff College
ANCOC	Advanced Noncommissioned Officer Course
AOC	area of concentration
APFT	Army Physical Fitness Test
AR	Army Regulation
ARNG	Army National Guard
AR-HRC	Army Reserve Human Resource Command
ARPRINT	Army Program for Individual Training
ARRTC	Army Reserve Readiness Training Center
ASI	additional skill identifier
ASVAB	Armed Services Vocational Aptitude Battery
AT	annual training
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
BDE	brigade
BN	battalion
BNCOC	Basic Noncommissioned Officer Course
BOIP	basis-of-issue plans
BOLC	Basic Officer Leader Course
BSNCOC	Battle Staff Noncommissioned Officers Course
CAD	course administrative data
CATS	Combined Arms Training Strategy
CAX	Combined Arms Exercise
CD-ROM	compact disk-read only memory
CG	Commanding General
CMF	career management field
CMP	Course Management Plan
CoC	Council of Colonels
CONUSA	Continental U.S. Army
CPOC	Civilian Personnel Operations Center

DA	Department of the Army
DAAR	Department of the Army, Army Reserve
DAIG	Department of the Army Inspector General
DCSOPS&T	Deputy Chief of Staff for Operations and Training
dL	distributed/distance learning
DNRS	Directorate of Non-Resident Studies
DoD	Department of Defense
DODD	Department of Defense Directive
DODI	Department of Defense Instruction
FM	field manual
FORSCOM	Forces Command
FRA	Funded Reimbursement Authority
FSC	First Sergeants Course
FTX	field training exercise
GOIPR	General Officer In Progress Review
HQ	headquarters
HRC	Human Resources Command
IAW	in accordance with
IDT	inactive duty training
IET	initial entry training
ILE	Intermediate Level Education
IMA	Individual Mobilization Augmentee
IMT	initial military training
IRR	Individual Ready Reserve
ISA	Installation Support Agreement
ITC	Instructor Training Course
ITD	Individual Training Directorate
ITP	individual training plan(s)/program(s)
LIC	language identification code
MEDCOM	U.S. Army Medical Command
MFTU	Multi-Functional Training Unit
MIPR	Military Interdepartmental Purchase Request
MMRB	MOS Medical Retention Board
MOA	memorandum of agreement
MOS	military occupational specialty
MOS-T	MOS Training
MOU	memorandum of understanding
MSC	Major Subordinate Command
MUTA	multiple unit training assembly
NBC	nuclear, biological, and chemical
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy
NCOES	Noncommissioned Officer Education System
NDS	normal duty station
NGB	National Guard Bureau
NGPA	National Guard Pay Appropriations

OCAR	Office of the Chief, Army Reserve
OCONUS	outside the continental United States
OCS	Officer Candidate School
OES	Officer Education System
OPTEMPO	operating tempo
PDE	Professional Development Education
POC	point of contact
POI	program of instruction
PULHES	Physical capacity/stamina, Upper extremities, Lower extremities, Hearing/ears, Eyes, Psychiatric
QA	quality assurance
QAO	Quality Assurance Office
RC	Reserve Component
RC3	Reserve Component-configured courseware
RCTID	Reserve Component Training Integration Directorate
REGT	Regiment
RPA	Reserve Pay Appropriations
RTI	regional training institution
RTSM	Regional training sites - maintenance
SGI	small group instruction
SH	school header
SMDR	Structured Manning Decision Review
SME	subject matter expert
SOP(s)	standing operating procedure(s)
SQI	special qualification identifier
SSN	social security number
TACITS	The Army Centralized Individual Training Solicitation
TAG	The Adjutant General
TAITC	The Army Instructor Training Course
TASS	The Army School System
TATS	The Army Training System
TATS-C	The Army Training System-Courseware
TCC	Training Coordination Council
TCO	Test Control Officer
TD	training development
TDA	table of distribution and allowances
TDADD	Training Development and Delivery Directorate
TDY	temporary duty
TI	technical inspection
TJAGLCS	The Judge Advocate General's Legal Center and School
TOMA	Training Operations Management Activity
TPU	troop program unit
TR	U. S. Army Training and Doctrine Command Regulation
TRADOC	U. S. Army Training and Doctrine Command
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System

TSC	Training Support Center
TSP	training support package
TY	training year
UCMJ	Uniform Code of Military Justice
UIC	unit identification code
USACE	U.S. Army Corps of Engineers
USACIDC	U.S. Army Criminal Investigation Command
USAJFKSWCS	U.S. Army John F. Kennedy Special Warfare Center and School
USAR	U.S. Army Reserve
USARC	U.S. Army Reserve Command
USAREUR	U.S. Army, Europe
USARPAC	U.S. Army, Pacific
USASOC	U.S. Army Special Operations Command
USMA	U.S. Military Academy
VI	visual information
VTT	video teletraining
WLC	Warrior Leader Course
WO	warrant officer
WOES	Warrant Officer Education System

Section II
Terms

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

Accreditation
The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Additional skill identifier (ASI)
A code that identifies specialized skills that are closely related to, and are in addition to, those required by a Soldier's MOS or an officer's AOC. Specialized skills, administrative systems and subsystems, computer programming, procedures, and installation management identified by the ASI include operation and maintenance of specific weapons systems and equipment, analytic methods, animal handling techniques, and other required skills that are too restricted in scope to comprise an MOS or AOC (see DA Pam 611-21 and AR 600-200).

Annual training
The minimal period of annual active duty training a member performs to satisfy the annual training requirements associated with an RC assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Army school
Institution authorized by Headquarters, Department of the Army to conduct formal courses for individuals, collective training where required (such as crew training), and training of ARNG or USAR units.

Army Training Requirements and Resource System (ATRRS)
ATRRS is the Army training management system. It is the DA's major online information system for support of institutional training missions during peacetime, partial or full mobilization, and subsequent reduction to the training base consisting of a centralized training management database with interactive terminals supporting— the HQDA, HRC and its RC counterparts; Army schools and training centers; and other service or Government agency schools and training centers. It projects inputs, resource requirements, and student accountability and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Career management field (CMF)
A grouping of related military occupational specialties that provides visible and logical progression of a Soldier's career to grade SGM.

Certification
Written verification of proficiency in a given task or tasks.

Certified Instructor
An instructor who received written certification of proficiency by a recommendation of an Instructor Certification Board to the proponent school commandant as meeting all the requirements to instruct in a specific course. Certification normally requires- (1) Training as an instructor (through graduation from a TRADOC-approved Instructor Training Course) and eligibility to hold the instructor identifier; (2) Training in small group instruction for those assigned responsibility to facilitate small group instruction; (3) Demonstrating performance ability in course content (including being MOS/specialty qualified) or being a graduate of the course; and (4) Demonstrating teaching or facilitating competence in the course the instructor will conduct.

Class size
The number of students in a class.

Combat readiness
A unit's ability to perform in combat. Includes the status of personnel, logistics, morale, and training.

Common core
The portion of a course that provides education/training on common critical tasks and supporting skills and knowledge.

Common core training
Directed training requirements for specific courses, grade/skill levels, or organizational levels. It consists of tasks performed by individuals at specific grade levels, regardless of MOS or career field. Common core includes primarily organizational level tasks and may include some common Soldier and common skill level tasks. The result is Soldiers, leaders, and civilians who are prepared to perform new and more complex leadership related duties in operational units and organizations.

Constructive Credit
Credit may be granted to officers in lieu of course completion based on duty–assignment history and past academic experiences. In all cases, the proponent school will assess the Soldier's past comprehensive military experience against established course critical tasks. Individuals must possess the same skills and qualifications as course graduates.

Computer-managed instruction (CMI)
A type of IMI involving the use of computers and software to manage the instructional process. Functions of CMI can include a management administration system designed to track student performance over time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions. CMI functions may be used with CBT, CBI, computer-aided/assisted instruction, or IMI based on need.

Coordinating authority
Coordination authority of training missions across state/territory/component boundaries of command and control or funding lines to assure resources are available for executing training.

Correspondence course
A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC Training Proponents; identified by a course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. See "Army's Correspondence Course Program (ACCP)" in TR 350-70.

Counseling
A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform Soldiers on how well or how poorly they are performing, assist Soldiers to reach required standards, cause Soldiers to set personal and professional goals, and help Soldiers resolve personal problems.

Course
A complete series of instructional units (phases, modules, and lessons) identified by a common title or number. It trains critical tasks required for qualification of a specific job.

Course administrative data (CAD)
A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course management plan (CMP)
A document that tells the course manager and instructors how to manage the course. It is part of a training course TSP.

Courseware
An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Distributed/Distance learning (dL)
The delivery of standardized individual, collective, and self-development training to Soldiers, DA civilians, units, and organizations at the right place and right time through the use of multiple means and technologies. dL may involve both synchronous (in real time—for example, via 2–way audio/video television) and asynchronous (non-real time—for example, via computer-based training) student-instructor interaction. It may also involve self-paced student instruction without benefit of access to an instructor (for example, correspondence programs).

Doctrine
Fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative, but requires judgment in application.

Equivalent Credit
Credit may be granted to officers or enlisted in lieu of course attendance based on courses possessing comparable critical tasks. Critical task assessments are performed by the respective proponent school. Individuals must possess the same skills and qualifications as course graduates.

Exercise
Collective task training designed to develop proficiency and crew teamwork in performing tasks to established standards. It also provides practice for performing supporting critical individual (leader and Soldier) tasks. Exercises may be conducted in units or during resident training. Types of exercises are as follows:

   (1) Command Field Exercise (CFX)
A field training exercise with reduced troop and vehicle density, but with full command and control (C2), combat support (CS), and combat service support (CSS) elements (such as, the platoon leader in his vehicle represents the entire platoon). CFXs are excellent vehicles for training leaders and staff with full command, control, communications, and logistical systems.

   (2) Command Post Exercise (CPX)
An exercise in which the forces are simulated. It may be conducted from garrison locations or between participating headquarters in the unit. An expanded map exercise (MAPEX) for staff and all commanders to lead and control tactical operations by using tactical communications systems. Often the CPX is driven by a simulation or is part of a larger exercise (see FM 25-101).

(3) Field Training Exercise (FTX)

A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment that simulates the stress, sounds, and wartime conditions. It is conducted under simulated combat conditions in an austere field environment through all weather conditions and during night, as well as day. The FTX should guide Soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support. FTXs fully integrate the total force in a realistic combat environment. FTXs encompass such training as battle drills, crew drills, and STXs to reinforce Soldier and collective training integration. They are used to train the commander, staff, subordinate units, and slice elements (see FM 25-101).

(4) Lane Training Exercise (LTX)

An exercise used to train company-size and smaller units on one or more collective tasks (and prerequisite Soldier and leader individual tasks and battle drills) supporting a unit's mission essential task list; however, it usually focuses on one primary task. An LTX consists of assembly area, rehearsal, lane execution, after-action review, and retraining activities that culminate the lane training process. An LTX is a situational training exercise conducted using lane training principles and techniques (see FM 25-101).

(5) Live Fire Exercise (LFX)

An exercise designed to allow a unit/team to engage targets with its organic weapons and support. An LFX is resource-intensive; player units maneuver and employ organic and supporting weapons systems using full-service ammunition. LFXs integrate all combat arms, CS, and CSS elements. The extensive range and resource requirements usually limit them to platoon and company team levels. Consequently, their principal focus is unit and weapons integration at company team level. LFXs provide realistic training on collective and Soldier skills (see FM 25-101).

(6) Situational Training Exercise (STX)

A short scenario-driven mission-oriented tactical exercise that provides a vehicle to train one collective task or a group of closely related collective tasks and drills together. Situational training exercises provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency. STXs teach the standard, preferred method for carrying out the task. They are more flexible than drills and usually include drills, leader tasks, and Soldier tasks. STXs may be modified based on the unit METL or expanded to meet special mission requirements. To ensure standardization, service schools develop STXs to teach the doctrinally preferred way to perform specific missions or tasks (see FM 25-101).

Field Manual (FM)

A DA publication that contains doctrine that prescribes how the Army and its organizations function on the battlefield in terms of missions, organizations, personnel, and equipment. The level of detail should facilitate an understanding of "what" and "how" for commanders and staffs to execute their missions and tasks. FMs may also contain informational or reference material relative to conducting military operations and training.

Field training
Technical, operator, or other training conducted at operational locations on specific systems and associated direct support equipment.

Field Training Exercise (FTX)
See "Exercise."

Formal training
Training in an officially designated course conducted or administered according to an appropriate course outline and training program and appropriate training objectives. The course may be resident or nonresident.

Functional alignment
The direct relationship between a TASS school battalion and its corresponding training proponent. This relationship develops a shared responsibility for maintaining standards through quality instruction.

Functional course
A course designed to train Soldiers to perform the critical tasks and supporting skills and knowledge required to perform the specialty or functional job. It may provide training that qualifies Soldiers for award of an additional skill identifier, special qualification identifier, or skill identifier.

Functional training
Training designed to qualify leaders, Soldiers, and DA civilians for assignment to duty positions that require specific functional skills and knowledge.

Individual training
Training that prepares the Soldier to perform specified duties or tasks related to assigned duty position or subsequent duty positions and skill level. "Training that officers and NCOs (leader training) or Soldiers (Soldier training) receive in schools, units, or by self-study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position." See AR 350-41.

Initial Entry Training (IET)
IET produces technically and tactically competent Soldiers who exemplify Army Values, live Warrior Ethos, and are prepared to take their place in the ranks of the Army. For enlisted Soldiers, it includes traditional basic combat training (BCT), AIT, one station unit training (OSUT), or other formal Army individual training received prior to the award of an initial MOS and needed to prepare for initial duty assignments. Officer IET consists of preappointment and precommissioning programs—the Warrant Officer Candidate School (WOCS) and BOLC Phase I; and initial branch-qualification training—the Warrant Officer Basic Course (WOBC) and BOLC Phases II and III. See "Initial Military Training."

Initial Military Training (IMT)
The IMT provides an orderly transition from civilian to military life. It is the first step to growing volunteers into aggressive, intelligent, and empowered Soldiers. It teaches Soldiers the tasks and supporting skills and knowledge needed to be proficient in required skills at the first unit of assignment. The IMT includes all IET for both officers and enlisted Soldiers.

Instructional delivery system
A medium or combination of media (including personnel, equipment, and software) used to convey instruction to the student.

Instructor
Any personnel (military or civilian) who presents instruction.

Instructor evaluation
A written evaluation report, provided by qualified observers of an instructor's teaching ability, knowledge, and skills.

Instructor training
The training of selected personnel in the techniques of teaching to qualify them as instructors.

Knowledge
Information or fact required to perform a skill or supported task.

Lesson
The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the Soldiers what to do and how to do it, an opportunity for the Soldiers to practice, and providing the Soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson such as a correspondence course or CBI lesson.

    (1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

    (2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

    (3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to Soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the Soldier. See "Lesson outline" and "Lesson plan."

Lesson outline
An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data. See "Lesson" and "Lesson plan."

Lesson plan
The detailed blueprint for presenting training by an instructor or small group leader. It prevents training from becoming haphazard and provides for training standardization. A lesson plan is built on the lesson outline and includes all the details required for a presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training. See "Lesson outline" and "Lesson."

Maximum class size
The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media
A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, computer program.

Mission
The commander's expression of what the unit must accomplish and for what purpose (FM 1-02). A series of related tasks that comprise the major capabilities and/or requirements imposed on a unit by its parent organization or table(s) of organization and equipment. Examples: defend in sector, conduct a hasty attack, and delay. Missions may be imposed to support the parent unit.

Module
A grouping of lessons in an approved course of instruction consisting of a single lesson, including distributed learning. Synonymous with annex and subcourse. A module includes one or more training media/methods or combination thereof.

Multimedia
As a general term, multimedia is the use of more than one media to achieve a specific purpose or objective. The term is used primarily to refer to a technology combining text, still and animated images, video, audio, and other forms of computer data that can be manipulated and used to convey information in a useful, educational, entertaining, realistic, or more easily understood manner. Multimedia is delivered on a multimedia work-station/personal computer via network, hard disc, floppy disc, or CD-ROM.

Multimedia package
A self-contained instructional unit using more than one presentation medium.

Operational Credit
Award of MOS credit by HRC or other component commands based on the validation by course proponents for job skills or duties performed outside of a Soldiers' primary MOS and conducted in an operational environment.

Optimum class size
The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. Optimum class size serves as the basis for determining equipment and resource requirements.

Performance evaluation
A process of data collection and analysis to determine the success of students on learning to perform a specific learning objective, individual, or collective task to the established standard as a result of a training program.

Performance step
A single discrete operation, movement, or action that comprises part of a task.

Performance test
A test of actual performance of an established criterion, such as a learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

Performance-based test
A test to determine if a student can perform the learning objective (the criterion) to the established standard without demonstrating actual performance. Also called "performance-oriented." See "Performance test."

Phase
A major part of a training course that may be trained at different locations. Phases are required as a necessary breakup of a course version due to time, location, equipment, and facility constraints, as well as facilitation in management of different techniques of instruction. It contains one or more modules. See "Phased training."

Phased training
Training that has been compartmentalized into distinct phases to enhance training. Distance learning phases may conserve resources.

Prerequisite training
That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Professional development course
A course designed to prepare commissioned officers, WOs, or noncommissioned officers to effectively perform the duties required in assignments of progressively greater responsibility.

Proficiency
Ability to perform a specific behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior.

Program of instruction (POI)
The POI covers a course/phase. It is a requirements document that provides a general description of course content, duration of instruction, methods and techniques of instruction, and lists resources required to conduct peacetime and mobilization training.

Progressive training
Training that is sequenced to require increased levels of performance proficiency.

Proponent agency
An Army organization or staff that has been assigned primary responsibility for materiel or subject matter in its area of interest.

Proponent school
School designated by the CG, TRADOC, or other appropriate Army command, as training proponent to exercise management of all combat/training development aspects of a materiel system, functional area, or task. It analyzes, designs, develops, implements, and evaluates training/training products for proponency area.

Reclassification training
A Soldier may be reclassified into a new job due to organizational restructure, mission or new/revised systems, etc. Reclassification training is training provided to those individuals which qualifies them to perform in a newly assigned job (MOS, AOC, etc.).

Refresher training
Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. The training:

(1) Is related to course-specific training objectives, performed under prescribed conditions, and must meet prescribed performance standards.

(2) May take place in a course during or outside of POI time.

(3) Usually takes place in the unit to sustain or retrain a previously required proficiency level; or may be trained to prepare an individual for institutional training, such as, to meet prerequisite training requirements.

Reserve Component Course Configuration (RC3) Program
A program that provides RC resident exportable training courses designed for use by RC training institutions as formal instruction. The program includes enlisted, warrant, and commissioned officer training. RC training institutions function as extensions of the TRADOC proponent school. RC training institutions include the ARNG academies, Reserve Forces schools, Reserve

Forces intelligence schools, and regional training sites - intelligence. In addition, the program provides:

(1) Sustainment and transition courses for presentation in RTSM.

(2) Institutional quality resident training programs and supporting materials for Reserve Forces schools conducting annual training at TRADOC school locations.

Resident school
A training location other than the Soldier's unit where the Soldier is a full-time student. Resident schools include noncommissioned officer academies; service schools; training centers; and TASS schools (battalions), an extension of TRADOC proponent schools.

Resident training course
Training presented to students usually in a formal training environment by trained instructors. The training may be presented by conventional methods such as conference; by advanced technology, such as computers; by distributed training methods; or could involve a combination of methods.

Risk
Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition (FM 100-14).

Risk assessment
The identification and assessment of hazards (first two steps of risk management process) (FM 1-02). It is the process used to identify potential hazard(s) associated with training, set values on the risk elements, compare risks against training benefits, and eliminate unnecessary risks. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to a hazard.

Risk assessment code
A code representing the risk assessment output assigned to training products such as lessons and mission training plans.

Self-study
Individual study where a Soldier learns or reinforces previous learning, on his/her own.

Sequential training
The order of training so that learning new or more complex skills/knowledge is built upon and reinforces previously learned material.

Simulation
A method for implementing a model(s) over time. Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role-playing, leadership, etc. It is the representation of salient features, operation, or environment of a

system, subsystem, or scenario. Three common types are: simulating part of a system, simulating the operation of a system, and simulating the environment in which a system will operate.

Skill
The ability to perform a job-related activity that contributes to the effective performance of a task performance step.

Skill level
Identifies task proficiency or the ability typically required for successful performance at the grade the skill level is associated. Skill levels by grade are as follows:

Skill levels	-->	1	2	3	4	5
Enlisted	E	1/2/3/4	5	6	7	8/9
Warrant	W	1/2	3		4	5
Officer	O	1/2	3	4	5	6

Small group instruction (SGI)
A means of delivering training that places responsibility for learning on the Soldier through participation in small groups led by small group leaders who serve as role models and mentors throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small group leader
An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Standard
A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

(1) The task standard reflects task performance requirements on the job.

(2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Standardization
As applicable to Army training, means:

(1) The development and implementation of performance standards the Army employs in training and in combat.

(2) Units and Soldiers performing the same task will be trained to perform that task to the same standard.

(3) Training products are produced in one format by the training proponent and used by other training activities.

Student performance counseling
As related to training, communication that informs Soldiers/students about their training and expected performance standards, and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out.

Study guide
A document that guides the student through the process of studying a lesson or series of lessons. The student can use it to record notes.

Subject matter expert (SME)
An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (for example, consultation, review, analysis, etc.). Normally, an SME will instruct in his area of expertise.

Target population
Personnel for whom the instructional or training materials are designed. Samples from this population are used to evaluate training materials during development (also referred to as a target audience).

Task
A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and; therefore, is described using only one verb. It is generally performed in a relatively short time (however, there may be no time limit or a specific time limit), and it must be observable and measurable. The task title must contain an action verb and object and may contain a qualifier. Types:

(1) **Collective task.** A clearly defined, discrete, and measurable activity, action, or event (such as a task) that requires organized team or unit performance, and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher-level collective tasks, and requires group participation to accomplish (such as operating a M105 Howitzer). It may also be a mission requirement, (such as secure a bridgehead), which can be broken down into supporting individual tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a unit must perform in the field under actual operational conditions.

(2) **Common collective task.** A collective task that is trained and performed in the same way by every unit in the Army. Example*:* Set up a personnel decontamination station.

(3) **Common skill level task.** An individual task performed by every Soldier in a specific skill level regardless of MOS or branch. Example: A task performed by all captains.

(4) Common Soldier task. An individual task performed by all Soldiers regardless of grade. Example*:* All Soldiers must be able to perform the task, "Perform mouth-to-mouth Resuscitation." Note*:* There are common Soldier tasks that apply to all Army civilian employees as well. Example: Maintain security of classified information and material.

(5) Critical collective task. A collective task that is critical. See "collective task" and "critical task."

(6) Critical common collective task. A common collective task that is critical. See "common collective task" and "critical task."

(7) Critical common skill-level task. A common skill level task that is critical. See "common skill level task" and "critical task."

(8) Critical common Soldier task. A common Soldier task that is critical. See "common Soldier task" and "critical task."

(9) Critical individual task. An individual task that is critical. See "individual task" and "critical task."

(10) Critical shared task. A shared task that is critical. See "shared task" and "critical task."

(11) Critical task. A collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive in **the full range of Army operations--**war or military operations other than war (MOOTW). Critical tasks must be trained.

(12) Individual task. The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; and usually supports another individual task.

(13) Leader task. An individual task performed by a leader that is integral to successful performance of a collective task.

(14) Organizational level task. Common skill-level task shared by other skill levels, such as, captains and company first sergeants may perform the same tasks.

Task proponent
See "Training proponent"

Teletraining
Training delivered via communication links such as satellite or cable links.

Test
A device, technique, or measuring tool used to:

(1) Determine if a student or group can accomplish the objective to the established standard.

(2) Determine if training does what it is designed to do efficiently and effectively.

(3) Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.

(4) Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system. **NOTE: See "Criterion-referenced test"; "Knowledge-based test"; "Norm-referenced test"; "Performance test"; "Performance-based test; "Placement test"; "Pretest"; "Testing out."**

The Army School System (TASS)
A composite school system comprised of the AA, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort--standards, efficiencies, and resources. TASS is composed of fully accredited and integrated AA, ARNG and USAR schools that provide standard resident and nonresident dL institutional training and education for the Army. TASS training battalions are arranged in regions and functionally aligned with the training proponents.

The Army School System (TASS) Training Institution
The education/training environment of the Army (AA, RC, and civilians) that encompasses all Army sites where Soldiers and civilians can receive training, to include proponent schoolhouses, TASS training battalions and MFTUs, TASS training sites, Army Training Centers, RTI/RTS, dL classroom, and Classroom XXI.

The Army Training System (TATS) course
A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, ASI within the Army. The course ensures standardization by training all course-critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

The Army Training System (TATS) POI
A requirements document that provides a general description of TATS-C content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. **Note: This is the objective TATS POI; currently being automated.**

Training aids, devices, simulators, and simulations (TADSS)
A general term that includes Combat Training Center (CTC) and training range instrumentation; tactical engagement simulation (TES); battle simulations; targetry; training-unique ammunition;

dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and nonsystem:

(1) **System Training Devices (STDs).** STDs are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. STDs may be designed/configured to support individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach, where practical, and cost effective.

(2) **Nonsystem Training Devices (NSTDs).** NSTDs are designed to support general military training and nonsystem-specific training requirements.

Training battalion
A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and accredited by the proponent.

Training course
Structured, sequenced training designed to train a student to perform identified learning objectives to the prescribed standard. The training may be presented by advanced technology, such as computers; by conventional methods, such as conference using trained instructors; by distance learning techniques, such as distributed print or interactive courseware (ICW) modules; or by a combination thereof.

Training device
Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices. See "Training aids, devices, simulators, and simulations (TADSS)."

Training equipment
Items of tactical or nontactical equipment or components used for training purposes in which the pieces of equipment do not lose their identity as end items for operational purposes, such as rifles, vehicles, communication equipment, and aircraft.

Training facility
A permanent or semi permanent facility, such as a firing range (range towers, scoring benches, lane markers, range signs), confidence course, military operations on urbanized terrain (MOUT) complex, aircraft mock-up, jump school tower, or training area. Training facilities are construction projects and are not considered items of TADSS.

Training management
The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training materials
Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training method
The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training objective
A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), standard.

Training plan
A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

Training program
An assembly or series of courses or other training requirements organized to fulfill a broad overall training goal.

Training Requirements Analysis System (TRAS)
The management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The TRAS uses three types of documents: individual training plans (ITPs), CAD, and POIs. The purpose of the TRAS is to ensure, as required by current and future proponents, Combined Arms Training Strategy (CATS) institutional strategies, students, instructors, facilities, ammunition, equipment, manpower, and funds are all at the right place and time to accomplish TRADOC's missions, and the instruction produced is consistent with TRADOC and Army training requirements.

Training resources
Those human, physical, financial, and time resources used to conduct and support training.

Training strategy
The general description of the methods and resources required to implement a training concept. It lays out the who, what, where, when, why, how, and cost of the training. The development of a training strategy includes determining the training site and media selected to train each critical task.

    (1) **CATS.** The Army's overarching concept or plan used to attain and sustain desired levels of training proficiency on mission essential or critical tasks. CATS is the Army's overarching strategy for the current and future training of the force. Its basis is a series of branch proponent unit and institutional strategies describing training events, frequencies, and resources required to train to standard. These training strategies describe how the Army will train the total

force to standard and consist of unit, individual, and self-development training strategies. CATS also identifies, quantifies, and justifies the training resources required to execute the training.

(2) **Individual training strategy (ITS).** A cradle-to-grave description of the methods and resources required to develop and implement individual training. It describes who (Soldier), what (task), where (training site), when, and at what cost the training will be developed and implemented. There are long-range and short-range individual training strategies.

(a) **Long-range training strategy.** The long-range estimation of who, how, when, and where training will be provided. The time period extends from the third year following the execution year and beyond. It also identifies resource estimates for the POM. Long-range training strategies are developed/updated after a needs analysis determines a training requirement(s) exists. Long-range plans (for example, ITP) document future training requirements. Example: Needs analysis determines a requirement to develop training to support a new MOS or system. Strategy development determines the best way to train these tasks is by a training device. This requirement is entered in the ITP for the affected MOS skill level(s).

(b) **Short-range training strategy.** The short-range determination of who, how, when and where tasks will be trained. The time period includes the execution plus the 2 budget years. Short-range training strategies are developed following the critical individual task analysis. They are supported by updated long-range plans (for example, ITP) and development/update of short-range training plans/models. Example**:** Strategy development determines that CBI is the best way to train several of the approved critical tasks. Developers then develop a CBI project management plan and design the CBI product.

(3) **Soldier training strategy.** A CATS training strategy that reflects individual tasks unit commanders must ensure their Soldiers can perform in the accomplishment of unit missions.

(4) **Unit training strategy.** The training design (plan) to attain and sustain the desired level of performance proficiency on mission essential or critical collective tasks. These strategies are based on mission and critical collective analysis data and evaluation feedback. They establish the need to produce collective training products and materials. Unit strategies are prepared in the form of a gunnery, maneuver/collective, and Soldier matrix.

Training support
The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, and student record maintenance.

Training Support Center (TSC)
An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP)
A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff). There are various uses of TSP that fall under these categories:

(1) **Collective/Warfighter TSP.** A complete, stand alone, exportable training package integrating training products and materials needed to train one or more critical collective tasks and supporting critical individual tasks (including leader and battle staff). A task-based information package provides a structured situational training scenario for live, virtual, or constructive unit or institutional training.

(2) **Common or shared individual task TSP.** This is a TSP for one or more common or shared tasks.

(3) **Lane Training TSP.** A package of material used to plan, execute, and assess lane training.

(4) **RC3 TSP.** A package of course training material configured (redesigned) from AA resident courses. **Note: TATS course TSPs will replace RC3 TSPs.**

(5) **TADSS TSP.** A complete package integrating all training products/materials necessary to train one or more individuals in the operational use and/or maintenance of a TADSS. A TADSS TSP may be an exportable package for use in units to "train-the-trainer" or a package exclusively used within an institution to train instructors or students on the utilization of the TADSS. The primary TADSS TSP development is an approved, validated TSP containing all material required to implement the training at the unit or institution. Its contents will vary depending on its type/use.

(6) **Training/TATS course TSP.** Contains all guidance and materials needed to train all critical tasks of a particular course to the Army.

(7) **TSP for collective task(s) trained in the unit.** TSP prepared or approved by the proponent school for unit training of critical collective task(s).

(8) **TSP for individual task trained in unit.** A TSP prepared by the proponent school for a critical individual task selected during the media selection process for training at the unit. It contains all guidance/material needed to train the task.

(9) **Warfighter TSP.** A collective TSP that fully supports training for all units (for example, both current and Force XXI units (sometimes referred to as analog and digital, respectively)). See "Collective/Warfighter TSP."

(10) Warrior TSP. A package of training products/materials necessary to train one or more critical individual tasks anywhere in the world, to include in the institution, at the unit, or in a Soldier's home. Training may be conducted using formal instruction, self-study, or distance learning in a live, virtual, or constructive environment.

(11) WarMod TSP. A package of training products/materials used to initially train individual operator/maintainer/repairer, battle staff, or collective tasks for new equipment/systems. It provides the means to deliver training anywhere in the world, to include in the institution, at the unit, or at the contractor facility. Training may be conducted via formal instruction or distance learning in a live, virtual, or constructive environment. Used for instructor and key personnel training (IKPT) and may include doctrine, tactics, techniques, and procedures training.

(12) Training test support package (TTSP). Information provided the tester to evaluate training on new systems. This package includes the program of instruction, Soldiers' manuals, trainers' guides, ARTEP mission training plan changes, and training devices. It also includes embedded training components, training ammunition, targets, technical documentation, and training extension materials.

Training proponent
Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

Vertical alignment of training
Training is vertically aligned when tasks for a particular skill level build upon skills, knowledge, and experience gained during previous training and/or operational assignments. If tasks are in the same general categories, then their training must be progressive and sequential -- they must show an increase in the skill level required to accomplish them, the conditions and standards must be more exacting, or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier. Task statements should indicate the increase in required skill level or supervisory responsibility.

Video teletraining
See "Teletraining."

FOR THE COMMANDER:

OFFICIAL: THOMAS F. METZ
                                                       Lieutenant General, U.S. Army
                                                       Deputy Commanding General/
                                                          Chief of Staff

JOHN D. CAMPBELL
Deputy Chief Information Officer

INSTITUTIONAL ATTENDANCE REGISTER (For use of this form see TRADOC Reg 350-18)		DATE _____ PAGE ____OF ____			

TYPE OF ASSEMBLY (CHECK ONE) ___ SINGLE ____MULTIPLE (2)	ASSEMBLY CONDUCTED (CHECK ONE) ___ STUDENT ___STAFF/FACULTY	HOURS	COURSE		SY
RCTI (School, Academy, RTS, etc.)	Address (Class location)				

SIGNATURE (SIGN IN/OUT)	NAME (TYPED OR PRINTED)	RANK	MOS	ADDRESS (UNIT OF ASSIGNMENT)
IN				
OUT				
IN				
OUT				
IN				
OUT				
IN				
OUT				
IN				
OUT				
IN				
OUT				
IN				
OUT				

The above attendance is certified correct

Typed or printed Name, Grade and Title	SIGNATURE

TRADOC FORM 270-R-E, (FEB 2007)   Previous editions are obsolete

TATS/RC3 EXPORTABLE INSTRUCTIONAL MATERIAL REQUEST FORM (TRADOC Reg 350-18)	Page _____ of ____ pages

TYPE OF REQUEST (Select only one) ☐ In Cycle ☐ Out of Cycle ☐ Follow up	TYPE OF RCTI REQUEST (Select only one) ☐ TASS Bde ☐ TASS Bn ☐ TIE ☐ TASS DIV	TRAINING CYCLE (Select only one) ☐ IDT ☐ Supplemental ☐ AT ☐ Year round

FROM: _____ _____ _____ _____	THRU: _____ _____ Approved by:	Date:	THRU: _____ _____ Approved by:	Date:	TO: Commander U.S. Army Tng Spt Ctr ATTN: ATIC-ETP-R Bldg 1542 Ft Eustis, VA 23604-5168

COURSE OR MOS TITLE a	PHASE OR MOS NO. b	BRANCH (AT ONLY) c	TRAINING PACKAGES INSTRUCTOR d	STUDENT e	TRAINING DATES f	SHIP TO (Be specific) g
						_____ _____ _____ _____

PREPARED (name, grade, title): _____ _____	TELEPHONE NUMBER: _____ DATE: _____	AUTHORIZED SIGNATURE (DA FORM 1687)	DATE:

TRADOC FORM 350-18-1-R-E (FEB 2007)

THE ARMY SCHOOL SYSTEM (TASS) UNIT PRE-EXECUTION CHECKLIST
(FOR USE OF THIS FORM SEE TRADOC REG 350-18; PROPONENT IS DCSOPS&T, RCTID)

Please print or type.

1. **NAME:**			2. **LAST FOUR:**
3. **UNIT:**			4. **DOR :**
5. **COURSE TITLE:**			6. **REPORT DATE:**

1st line leader initials	Soldier's initials	**PART-I Unit Pre-execution (D-90 to D-1)**
		Coordination between customer unit and TASS unit to identify the Soldier by name?
		Soldier in receipt of school/course information?
		Read ahead packets/prerequisite testing complete? (if needed)
		All required clothing/equipment IAW school/course info packet?
		Soldier demonstrated physical fitness requirement on diagnostic test administered within 30 days of scheduled departure for school (as required)?
		Soldier meets standards of AR 600-9?
		Transportation requirements completed?
		Adequate cash/traveler checks/Government Credit Card?
		Individual orders received?
		Individual has current periodic physical (within 5 years)?
		Individual meets remaining TIS requirements?
		School Mailing address/Telephone numbers received? (for family)?
		10 copies of orders?
		Transportation verified/approved (ticket picked up)?
		Current/valid identification card?
		ID tags (1 pair)?
		If applicable: Soldier requiring corrective lenses has a set of military prescription eyeglasses and protective mask inserts?
		Notify Soldier of requirements to take an APFT and weigh-in, as required?

Unit POC List:

CDR _____B: (   ) H: (   )_____

1SG: _____B: (   ) H: (   )_____

FTM: _____B: (   ) H: (   )_____

Unit POC FAX: (   )_____

Unit POC Email_____

TRADOC FORM 350-18-2-R-E (APR 2007)   PREVIOUS EDITIONS ARE OBSOLETE   **Page 1 of 2**

PART II - ROUTINE PREREQUISITES										
TASK	**REGULATION DATA**					**SOLDIER DATA**				
Minimum Aptitude Score (ASVAB) (if applicable)	CO	CL	FA	GM	MM	CO	CL	FA	GM	MM
	OF	EL	SC	ST	GT	OF	EL	SC	ST	GT
Color vision requirements (if applicable)										

Physical demand rating/profile (PULHES)	**P**	**U**	**L**	**H**	**E**	**S**	**P**	**U**	**L**	**H**	**E**	**S**

Prerequisite phase/course attendance (if applicable)	_____ School code _____ Date of completion _____ Course completed _____ Phase completed
Military and civilian vehicle operator license(s) (if applicable)	

PART III REQUIRED DOCUMENTS	
Security clearance (if applicable, attach as required)	
Permanent profile attendees (if applicable): AA & AGR must have copy of MRB (P3, P4) results with completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT). TPU/Traditional Guardsman must have copy of completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT)	
All required waivers (if applicable)	
Other requirements (if applicable)	
OTHER REQUIREMENTS OF DA PAM 611-21 NOT PREVIOUSLY LISTED	
Other requirements (if applicable)	
Other requirements (if applicable)	
Other requirements (if applicable)	
Other requirements (if applicable)	
I have been counseled and read all requirements applicable to the course I am attending. Attendance at this course and class will not pose any known hardship on me and/or my family that would detract from or prevent me from successfully completing course requirements.	
Student's Signature	**Date**
I have reviewed the above Soldier's qualifications and potential to successfully complete this course; have counseled him/her on these requirements and hereby verify his/her readiness to attend same.	
Commanding Officer (typed name)	**Date**
Signature	